

Seattle Public Schools Survey of District Arts Activity

Final Report

January 2009



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advisarts
consulting

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Executive Summary

Seattle Public Schools (SPS) has identified arts education as an important aspect of fulfilling its Strategic Plan goal of “Excellence for All” under the leadership of Superintendent Dr. Maria Goodloe-Johnson and Chief Academic Officer Carla Santorno. Revitalized commitment and strategic attention to the arts has resulted in efforts to strengthen the arts in SPS through a 5-Year Arts Initiative.

The Survey of District Arts Activity addresses a critical aspect of the 5-Year Initiative. It provides the first District-wide look at what is taking place in arts teaching and activities in elementary, middle, high and alternative schools since the 1970s. Over the past few decades arts education has been primarily addressed at the school or “site-based” level rather than at the District level. The Seattle Mayor’s Office of Arts and Cultural Affairs provided support for the survey and AdvisArts Consulting was contracted to work with the SPS Department of Visual and Performing Arts’ District Manager Carri Campbell to undertake the research.

The Survey is timely as all public school districts in the state are required to report how they are assessing the arts in alignment with state arts standards. SPS has chosen to use Washington State Classroom Based Performance Assessments (CBPAs) in the 2008-2009 academic year. The CBPAs include measurement of the state-developed Essential Academic Learning Requirements (EALRS) in four arts disciplines: dance, music, theater and visual arts.

Methodology and Respondent Schools

Seattle Public Schools had not gathered District-wide data related to arts activities in at least three decades so it was not viable to follow up on past data. Development of the online Survey included identification of key goals and guiding questions, review of comparable recent surveys from around the nation, and internal SPS review and testing. The Survey was formatted and posted by SPS information technology staff on the SPS intranet on October 10, 2008. Data collection was closed on November 5, 2008. School principals were responsible for completion of the survey but were encouraged to consult with other relevant leadership involved with the arts in their school, such as lead teachers or active volunteer leadership.

Analysis of the data focused on the District in two dimensions:

1. By SPS Cluster: nine SPS-designated geographic areas of the City of Seattle; and
2. By School Level: Elementary, Middle, High and Alternative Schools.

These two dimensions were identified as the most important areas to examine in creating a strategic path towards District-wide access and equity in arts education. This survey was not intended to evaluate individual school performance in the arts and data has been aggregated to focus on the District and clusters rather than individual schools.

A total of 82 responses were received from 91 Seattle Public Schools (a 90% response rate): 48 elementary, 10 middle schools, 10 high schools and 14 schools designated as alternative. Respondent schools are distributed among the nine SPS clusters, with the number of respondent schools per cluster ranging from 6 to 13. The small size of the sample did not permit statements of statistical significance, and variation in the number of schools per cluster required relational comparison of clusters. Budget information reported did not permit analysis of actual budget figures and analysis reflects relative percentages of budgets as reported by respondents.

Key Findings

Key findings are based on review and analysis of the data in five areas: Arts instruction and activities; Resources for arts teaching and activities; Barriers to the arts; Policy and assessment; and, Attitudes regarding arts activity. The data and findings provide a high-level picture of arts instruction and access, with attention to issues of equity. The Survey research focused on the District as a whole and the data are reported in ways that do not reflect on individual schools.

1. **Arts teaching and other arts activities in the Seattle Public Schools occur at very modest levels and in a fragmented manner.** Interesting elements and clear efforts to provide arts access emerge but still represent very low levels of activity relative to the overall school experience for students and teachers in the District.
2. **There is a sense of the importance and value of the arts.** This is reflected in the fact that approximately three quarters of all SPS principals, at all school levels, indicate that they see the arts as a high or very high priority over the next three years for their school.
3. **Instructional levels reported in the arts are below those needed to meet Washington State Essential Academic Learning Requirements (EALR) standards.** State standards in the four arts disciplines—dance, music, theater and visual arts—are in effect for the 2008-09 school year. Instructional levels reported across the District indicate that K-5 students, on average, receive less than (often much less than) 40 hours of instruction annually in any one of the arts disciplines. This is unlikely to provide the level of instruction needed to meet the EALRs.
4. **Visual art is the arts discipline most accessible to SPS students via multiple methods of classroom instruction, followed by music.** Theater instruction is much less accessible and dance instruction is negligible in the District as a whole. While there are variations based on school level, access to arts instruction is greatest in the visual arts throughout

the District, though such access is not particularly broad or deep. The primacy of the visual arts and music is similar to the findings at the State level indicated by the research of Washington State Arts Commission.

5. **The number of Full Time Equivalent (FTE) certified arts teachers is small compared to the total number of FTE certified teachers in the SPS District.** The District has 3176 FTEs out of which 118.7 are reported to be certified arts teachers: 3.7% of all FTEs. In SPS elementary schools students have limited contact with certified arts teachers in any arts discipline. The largest number of certified arts teachers in the District is in the visual arts, followed by music. High schools are the school level most likely to have certified arts teachers. Very few certified teacher FTEs of dance or theater are reported in the District: Only 10.4 FTEs of the 118.7 certified arts teacher FTEs are reported in dance and theater combined. The reported distribution of certified arts teachers reflects some disparity though more information is needed to identify the reasons for this.
6. **There are many ways that individual schools have sought to augment low levels of certified instructional staff in the arts.** These include using parents and community volunteers, partnerships with external arts organizations, hiring of contract artists and using general classroom teachers to provide arts instruction. This kind of augmentation occurs most often at the elementary school level and in alternative schools.
7. **There are numerous arts partnerships and relationships with external organizations/entities, particularly in elementary schools.** Survey respondents identify over 100 relationships with 65 external arts organizations/entities in 52 (out of 82) schools. These relationships are concentrated in elementary schools. The overall impact of these relationships on arts instruction, however, appears to be modest in terms of contact hours, depth or sequential continuity.
8. **Access to the arts varies among clusters but not in consistent ways.** Examining the data by cluster points to some inequities in distribution of certified arts teachers at the elementary level, but partnerships or relationships with external arts entities are distributed among all clusters, including those with the lowest household income populations. Disparity in reported levels of PTSA and parent funding is evident, with especially low levels in those clusters with the lowest estimated household income.
9. **There are differing barriers to teaching the arts and meeting EALRs at the elementary, middle and high school levels, though sustained funding is an overarching barrier.** Elementary schools report inadequate classroom time and lack of sustained funding as common barriers. Middle schools report competing school mandates as the most significant barrier followed by lack of sustained funding. High schools report lack of sustained funding as the overwhelming barrier. Despite these variations, lack of sustained funding emerges as the key overall barrier facing SPS in providing arts teaching that will help students meet EALRs.

10. **Parent participation through attendance at school arts events is quite strong in the District as a whole.** This is true in all clusters across school levels, though levels are somewhat lower for high schools and in a few clusters. Parent participation in terms of school day activities varies by cluster, with weaker levels of school-day participation generally found in clusters with lowest household income levels (highest rate of free or reduced lunch population) which is likely to reflect less work/school day availability.
11. **Decision making about arts instruction is made differently at each school level.** Principals are often not the sole decision makers regarding arts instruction. School Leadership Teams play a key role in middle and alternative schools and a strong role in elementary schools while certified art teachers have the strongest decision-making role in high schools. A variety of types of leadership impact the arts within SPS.
12. **Inclusion of the arts in SPS Transformation plans or Continuous School Improvement Plans (C-SIP) is modest overall and does not appear to be a strong indicator of arts access.** These formal planning tools do not indicate or correlate to the reported levels of arts activity either by cluster or school level. Current formats of these plan templates may not capture or encourage arts planning within school improvement efforts.
13. **Reported budget data from all sources point to extremely modest arts-related allocations of school budgets for the district as a whole, by school level and by cluster.** This holds even for schools that see themselves as strong arts schools. In almost all cases respondents report less than 5% from their school budget (Baseline plus Self-Help plus Other budgets) is allocated for the arts. This includes a variety of sources, such as parent and partner support, though it does not include certified art teacher salaries.
14. **There is enthusiasm and pride in many schools in their arts programs, and there is a stated intent and desire to provide more arts access to students.** This does not appear to be matched by the capacity to deliver the range of benefits that principals believe arts instruction and experiences provide. Principals, especially at the elementary level, report their schools' arts offerings as a strong asset, often made possible through the concerted efforts of parent and community support.

Recommendations

The Survey of Seattle Public Schools District Arts Activity provides a new foundation for improving arts education for students at all grade levels. The information gathered can serve as sign posts in the development of road maps for arts initiatives at the District as well as at the SPS cluster or school level.

Recommendation 1

Identify minimum levels of arts instruction across the District in the four arts disciplines to align with Washington State Essential Academic Learning Requirements (EALRs) as mandated by the State as of the 2008-09 academic year.

Recommendation 2

Create a District-wide campaign to assist schools and teachers in implementation of Washington State Classroom Based Performance Assessments (CBPAs) in the arts as mandated for the 2008-09 academic year.

Recommendation 3

Develop mechanisms for greater coordination of external partnerships and relationships with arts organizations and arts entities to enhance the effectiveness and impact of arts instruction in the District.

Recommendation 4

Review and revise school planning templates for the Continuous School Improvement Plan (C-SIP), Instructional Plans and related tools to ensure that they are appropriate to inclusion of arts disciplines.

Recommendation 5

Evaluate the distribution of certified arts teachers among schools in the District at each school level.

Recommendation 6

District plans for arts instruction should not depend on site-based parent/guardian capacity.

Recommendation 7

Examine opportunities for increased and sustained funding of arts instruction and activities across the District.

Recommendation 8

Develop strategies to balance the disparity of instruction and access between the four arts disciplines of dance, music, theater and the visual arts.

Recommendation 9

Build on the enthusiasm, interest and support for arts education in evidence in Seattle Public Schools.

Next Steps

The Seattle Public School District is poised to create a more strategic approach to providing arts education to all District students. The findings and recommendations in this report should be shared with District and school leadership and with interested teachers, parents, partners and community stakeholders as soon as feasible, with opportunities for comment. District administration should also explore how the recommendations from this report align with and support the District's Strategic Plan.

The Department of Visual and Performing Arts should convene an SPS Arts Roundtable to identify strategies and tactics related to the recommendations and to identify key priorities for the short- and long-term. This should inform the development of the Department of Visual and Performing Arts' 2-year Work Plan as well as a timeline for identifying and implementing other action into the SPS 5-year Arts Initiative.

In addition to the recommendations above, two areas should be considered for review within the next six months.

- *Identification of and additional research on specific SPS schools that appear to have especially strong or especially weak arts activity to provide a more nuanced understanding of how to create equity and access throughout the District.*
- *Clarification of District instructional standards and goals in arts disciplines as they relate to partnership programs, arts field trips, before or after school programs and other arts activities to understand how students' multiple and often fragmented arts experiences in SPS do (or do not) add up to meet instructional requirements.*

Conclusion

Seattle Public Schools are fortunate to be sited in a community with abundant interest and support for the arts. Washington State's Essential Academics Learning Requirements and Classroom Based Performance Assessments in the arts bolster the District's efforts to address arts education. This report points to the considerable challenges as well as the many opportunities in creating strong, vibrant and equitable arts education across the District.

Section 1. Background and Context

Seattle Public Schools (SPS) has identified arts education as an important aspect of fulfilling its Strategic Plan goal of “Excellence for All” with “every student achieving, everyone accountable.” Under the leadership of Superintendent Dr. Maria Goodloe-Johnson and Chief Academic Officer Carla Santorno, SPS is investigating how the arts can play a stronger role in serving all students in the District.

In 2007 Carri Campbell was hired as the District Manager of Visual and Performing Arts. Revitalized commitment and strategic attention to the arts has resulted in efforts to strengthen the arts in SPS through a 5-Year Arts Initiative. The initial priorities of this initiative are:

- Build capacity for arts leadership within the district
- Acquire baseline data that identifies arts education opportunities and gaps
- Focus on equity of opportunity for students and schools with the fewest resources
- Coordinate and place resources where the need is greatest and enlist new public/private investment

The Survey of District Arts Activity addresses a critical aspect of the 5-Year Initiative. It provides the first District-wide look at what is taking place in arts teaching and activities in elementary, middle, high and alternative schools since the 1970s.

Over the past few decades arts education has been primarily addressed at the school or “site-based” level rather than at the District level. To move forward in ways that benefit all students it was determined that additional baseline information was needed to inform a 2-year Work Plan for the SPS Department of Visual and Performing Arts. The Seattle Mayor’s Office of Arts and Cultural Affairs supported that effort with funding for a survey and AdvisArts Consulting was contracted to work with the SPS Department of Visual and Performing Arts to undertake this project.

The Mayor’s Office of Arts and Cultural Affairs has further strengthened its partnership with Seattle Public Schools by providing support to two SPS staff positions—K-12 Instructional Services Music Coach and Community Arts Liaison—as well as working with Rotary Music4Life’s efforts to increase the number of musical instruments available to SPS students.

The Survey is timely as all public school districts in the state are required to report how they are assessing the arts in alignment with state arts standards. SPS has chosen to use Washington State Classroom Based Performance Assessments (CBPAs) in the 2008-2009 academic year. The CBPAs include measurement of the state-developed Essential Academic Learning Requirements (EALRS) in four arts disciplines: dance, music, theater and visual arts. This is a new and significant shift for most schools.

Arts education is receiving increasing attention regionally and nationally as a critical component in effective education and in preparing students as part of a 21st century work force. A consortium of the national arts and cultural community leadership presented recommendations in November 2008 to the Office of Presidential Transition for the incoming administration of President-elect Barack Obama that highlights “Arts Education in School, Work and Life” as a key component of arts policy at a national as well as local level.

The SPS Survey examines many issues and topics that have emerged in recent national research efforts. National projects of note include the 2008 Rand report, *Revitalizing Arts Education Through Community-Wide Coordination*, (Bodilly, Augustine, and Zakaras) that examined arts and community collaborations in Boston, Chicago, Dallas, Los Angeles County, New York City and Alameda County, California, to investigate how organizations pool resources and coordinate activities to impact arts access and learning. Rand also recently evaluated arts education in the Pittsburgh Public Schools. This evaluation of a district, similar in size and management structure to SPS, found that strengths in the school district's program were hampered by uneven access and weak partnerships with community arts organizations, both perhaps due to the lack of a comprehensive district-wide arts education policy. Other recent research on arts education in public schools includes surveys for the states of New Jersey (2006) and Colorado (2008) and for New York City Public Schools (conducted annually.) Additionally, LA County Arts for All, an initiative to guide districts in developing and implementing arts plans, recommends starting the strategic planning process by conducting a survey of the state of arts education in the district.

In Washington State, several other surveys were concurrent with the SPS Survey. ArtsFund, a major funder of King and Pierce County's many arts and cultural organizations, commissioned research on the relationship between arts organizations and K-12 schools in order to inform ArtsFund's future decisions on supporting school and organization partnerships. At the same time, the funder Alliance for Education collaborated with Seattle Public Schools' Office of Community Engagement and Communities in Schools to survey what community-based services, including the arts, are being offered in Seattle Public Schools and how to better coordinate services to help students succeed in school. A survey of K-12 arts education at the state-level, commissioned by the Washington State Arts Commission as the second round of the Arts Education Resources Initiative, is scheduled for 2009 to follow up on the first statewide study of arts education completed in 2005. The SPS Visual and Performing Arts Department staff worked closely with the developers of these other surveys so that they will be able to compare findings and further develop the picture of arts education resources and services. (Please see Appendix E. for additional information on selected relevant research.)

The Survey of District Arts Activity in Seattle Public Schools joins these efforts by providing insights into the status of arts education and the challenges that must be met to ensure that students in Seattle have adequate access to comprehensive education.

Section 2. Methodology

The purpose and focus of the Survey was to increase understanding of current arts access and activity in Seattle Public Schools and to investigate equity regarding access so that the SPS Department of Visual and Performing Arts can better align resources with needs within the District. Seattle Public Schools had not gathered District-wide data related to arts activities in at least three decades so it was not viable to create a longitudinal study to follow up on past data.

Development of an online survey instrument began with identification of key goals and guiding questions. This information was reviewed with examples of comparable recent surveys including surveys from New Jersey Arts Education Census Project, California Alliance for Arts Education and the Washington State Arts Commission's (WSAC) Arts Education Resources Initiative (AERI) survey completed in 2006. A meeting was held with Lisa Jaret of WSAC to consider ways to coordinate the SPS project with a planned update to AERI, and information has continued to be shared, though differences in purpose and timing did not permit greater coordination.

A draft of the SPS Survey was reviewed through multiple levels of the SPS District administration. This included an assessment of the capacity of school principals to complete the survey within the constraints of other obligations. Based on such concerns the survey was shortened and simplified in numerous ways. The timing for completion was adjusted to try and mitigate overlap with other required District surveys or similar obligations for principals. Three former principals tested the survey and provided feedback on usability and wording, but it was not possible for them to take the survey online so it was administered for this test as a paper survey. Principals were notified via the "Principal Communicator" email newsletter two weeks in advance that the survey would be coming to them as an online survey and that participation was required by the District.

The District requires that all surveys originate from within the SPS data collection system. Daniel Moore, Applications Developer from the SPS Department of Technology Services, formatted and posted the survey on the SPS intranet and collated the data.

It should be noted that SPS system limitations had an impact on survey design and data collection quality. Survey questions did not require an answer before permitting a respondent to answer the next question, nor did it limit answers to a single response. Respondents also noted difficulty in having the online survey "accept" answers in certain sections of the survey. These issues were taken into account in data analysis but must still be considered in viewing the data.

The Survey was distributed by SPS to 91 Seattle Public Schools. SPS special programs did not receive the Survey. All communication to and from SPS schools came directly from within SPS.

The Survey was posted on the SPS intranet on October 10, 2008 with a completion deadline of October 29. A paper copy was also made available by request though no responses were received in this form. Reminders were sent to all principals each week during this period by the “Principal Communicator” with additional email communication to Instructional Directors asking them to remind principals. Follow up email reminders were made to principals by Instructional Directors prior to the deadline. Data collection was closed on November 5. (See Appendix A for a copy of the Survey Instrument and Appendix B for Survey Communication.)

Principals were responsible for completion of the survey but were encouraged to consult with other relevant leadership involved with the arts in their school, such as lead teachers or active volunteer leadership.

It was determined that analysis of the data should focus on differences in two dimensions:

1. By SPS Cluster: nine SPS-designated geographic areas of the City of Seattle
2. By School Level: Elementary, Middle, High and Alternative Schools

These two dimensions were identified as the most important areas to examine in creating a strategic path towards District-wide access and equity in arts education. This survey was not intended to evaluate individual school performance in the arts and data has been aggregated to focus on the District and clusters rather than individual schools.

Schools are grouped by SPS into nine geographic clusters: North, Northeast, Northwest, Queen Anne/Magnolia, Central, South, Southeast, West Seattle North, and West Seattle South. Each cluster has four or more elementary schools, and each school within a cluster has an attendance boundary, called a reference area. A reference area is a geographic area surrounding an elementary school. Every student has one elementary reference area school based on the student's home address.

SPS has a long history of providing alternative and non-traditional education programs. Some of these programs have been started by community mandate while some act as safety net programs. Alternative schools seek to address the learning needs and styles of each student through opportunities for personal choice. Alternative schools vary in program content, and some “traditional” schools have adopted practices from alternative education.

Data were provided to AdvisArts as Excel spreadsheets by Daniel Moore. Additional data on the schools including percentage of eligibility to free-reduced cost lunch at each school, percentage of limited English proficiency, and school budgets were provided to AdvisArts by Carri Campbell via numerous SPS sources. Information on SPS cluster designations was utilized from the SPS public web site and the SPS Enrollment Guide.

Data were transferred to the Statistical Package for Social Science (SPSS) software for analysis. Significant cleaning of the data was undertaken to mitigate data collection variability and challenges previously noted.

Frequencies were run on the cleaned data and a preliminary set of graphs and tables were developed for review with the SPS Department of Visual and Performing Arts. AdvisArts consultants developed a draft report with the input from that review.

A draft of the Survey Final Report was reviewed with Chief Academic Officer Carla Santorno and SPS Instructional Directors in early January 2009. Additional revisions were made and the Final Report provided to Seattle Public Schools in late January.

Section 3. Respondent School Overview

A total of 82 responses were received from Seattle Public Schools: 48 elementary, 10 middle schools, 10 high schools and 14 schools designated as alternative. Designation of schools as alternative is based on SPS Individual School Summaries categorization and includes schools at all grade levels. The source for this categorization is SPS Student Information Services Offices/Research Evaluation and Assessment.

Additional information on the “alternative” designation is included in the Methodology section as is information on Seattle Public Schools’ division of the District into nine clusters that relate to geographic areas. Each cluster includes at least one middle school and one high school.

Eighty respondent schools are distributed among the nine SPS Clusters, with two schools functioning outside of the cluster system. The number of respondent schools per cluster ranges from 6 to 13.

Number of Respondent Schools from each SPS Cluster

North Cluster	7
Northeast Cluster	10
Northwest Cluster	13
Queen Anne/Magnolia Cluster	6
Central Cluster	13
West Seattle North Cluster	7
West Seattle South Cluster	6
South Cluster	9
Southeast Cluster	9

Nine Seattle Public Schools (five elementary schools, three alternative and two high schools) received but did not complete the Survey and are therefore not included in the respondent pool. All middle schools in the district are included in the respondent pool. The response rate to the Survey was 90%. Ten specialized SPS programs did not receive the Survey. (See Appendix C for a list of Respondent Schools.)

Cluster Demographics

District-wide, 41% of students qualify for free or reduced lunch, based on federal income guidelines.* The level of free or reduced lunch varies from 18% to 73% by cluster. The level of free-reduced lunch is used here as an indicator of relative affluence by cluster. The nine SPS clusters have been divided into thirds, or three bands, representing high, middle and low student household income.

* Federal guidelines for eligibility for the 2007-08 school year were household income of \$26,845 for a family of 4 to qualify for free lunch and \$38,203 for a family of 4 to qualify for reduced price lunch. Note that not all families that would be likely to qualify for free or reduced lunch apply.

Clusters with the lowest percentage of families that qualify for free or reduced lunch are those clusters where there are the greatest numbers of families with higher household income.

Band A: Clusters with Highest Level Household Income

Northeast = 18.2% free or reduced lunch
 Northwest = 20.8% free or reduced lunch
 Queen Anne/
 Magnolia = 32.3% free or reduced lunch

Band B: Clusters with Middle Level Household Income

West Seattle North = 33.4% free or reduced lunch
 North = 43.4% free or reduced lunch
 Central = 41.4% free or reduced lunch

Band C: Clusters with Lowest Household Income

South = 61.8% free or reduced lunch
 West Seattle South = 62.6% free or reduced lunch
 Southeast = 72.6% free or reduced lunch

Additional demographic data related to each cluster is provided here to offer an overview of how SPS student population appears to differ by cluster. This may be useful to keep in mind in reviewing the findings, especially regarding equity in resources.

Demographic Overview by SPS Cluster

	Nat Am	Afr Am	Latino	Asian	White	Free/Red. Lunch	Ltd. Engl. Proficiency*
BAND A							
Northeast (n=10)	1.7%	8.9%	7.2%	16.4%	65.8%	18.2%	4.8%
Northwest (n=13)	1.9%	8.5%	9.8%	14.1%	65.6%	20.8%	7.1%
QA/Magnolia (n=6)	2.3%	15.0%	13.2%	15.4%	54.2%	32.3%	21.1%
BAND B							
West Seattle North (n=7)	3.0%	13.6%	12.7%	16.3%	54.3%	33.4%	9.8%
North (n=7)	3.5%	16.0%	14.2%	17.2%	49.0%	43.4%	13.3%
Central (n=13)	1.6%	32.6%	10.4%	16.5%	38.8%	41.4%	11.2%
BAND C							
South (n=9)	1.8%	31.9%	12.8%	40.1%	13.3%	61.8%	26.1%
West Seattle South (n=6)	2.9%	17.9%	30.0%	20.9%	28.5%	62.6%	24.4%
Southeast (n=9)	1.8%	43.7%	10.4%	37.6%	6.6%	72.6%	27.8%

* Note: Limited English Proficiency (LEP) in QA/Magnolia - includes Secondary Bilingual Orientation Center with the highest level of LEP at 100%. Removing Secondary BOC decreases LEP from 21.1% to 5.3%.

Section 4. Key Findings

The Survey provides a high-level overview of arts activity in the Seattle Public School District. Key findings are based on review and analysis of the data reported from the 82 respondent schools representing all nine SPS clusters and all school levels: elementary, middle, high and alternative.

The data from the Survey was organized and analyzed in five areas:

- Arts instruction and activities in Seattle Public Schools
- Resources for Arts Teaching and Activities
- Barriers to the arts in SPS
- Policy and assessment
- Attitudes regarding arts activity

This analysis, presented in Sections 5 through 9 of this report, reveals the following fourteen findings as being most relevant to the goals and purpose of this research. It should be kept in mind that the small size of the sample does not permit statements of statistical significance and that variation in the number of schools per cluster requires that comparison of clusters is seen as relational. Budget information reported did not permit analysis of actual budget figures and analysis therefore reflects relative percentages allocated by respondents.

The Survey research focused on the District as a whole and the data are reported in ways that do not reflect on individual schools.

1. **Arts teaching and other arts activities in the Seattle Public Schools occur at very modest levels and in a fragmented manner.** Interesting elements and clear efforts to provide arts access emerge but still represent very low levels of activity relative to the overall school experience for students and teachers in the District.
2. **There is a sense of the importance and value of the arts.** This is reflected in the fact that approximately three quarters of all SPS principals, at all school levels, indicate that they see the arts as a high or very high priority over the next three years for their school.
3. **Instructional levels reported in the arts are below those needed to meet Washington State Essential Academic Learning Requirements (EALR) standards.** State standards in the four arts disciplines—dance, music, theater and visual arts—are in effect for the 2008-09 school year. Instructional levels reported across the District indicate that K-5 students, on average, receive less than (often much less than) 40 hours of instruction annually in any one of the arts disciplines. This is unlikely to provide the level of instruction needed to meet the EALRs.

4. **Visual art is the arts discipline most accessible to SPS students via multiple methods of classroom instruction, followed by music.** Theater instruction is much less accessible and dance instruction is negligible in the District as a whole. While there are variations based on school level, access to arts instruction is greatest in the visual arts throughout the District, though such access is not particularly broad or deep. The primacy of the visual arts and music is similar to the findings at the State level indicated by the research of Washington State Arts Commission.
5. **The number of Full Time Equivalent (FTE) certified arts teachers is small compared to the total number of FTE certified teachers in the SPS District.** The District has 3176 FTEs out of which 118.7 are reported to be certified arts teachers: 3.7% of all FTEs. In SPS elementary schools students have limited contact with certified arts teachers in any arts discipline. The largest number of certified arts teachers in the District is in the visual arts, followed by music. High schools are the school level most likely to have certified arts teachers. Very few certified teacher FTEs of dance or theater are reported in the District: Only 10.4 FTEs of the 118.7 certified arts teacher FTEs are reported in dance and theater combined. The reported distribution of certified arts teachers reflects some disparity though more information is needed to identify the reasons for this.
6. **There are many ways that individual schools have sought to augment low levels of certified instructional staff in the arts.** These include using parents and community volunteers, partnerships with external arts organizations, hiring of contract artists and using general classroom teachers to provide arts instruction. This kind of augmentation occurs most often at the elementary school level and in alternative schools.
7. **There are numerous arts partnerships and relationships with external organizations/entities, particularly in elementary schools.** Survey respondents identify over 100 relationships with 65 external arts organizations/entities in 52 (out of 82) schools. These relationships are concentrated in elementary schools. The overall impact of these relationships on arts instruction, however, appears to be modest in terms of contact hours, depth or sequential continuity.
8. **Access to the arts varies among clusters but not in consistent ways.** Examining the data by cluster points to some inequities in distribution of certified arts teachers at the elementary level, but partnerships or relationships with external arts entities are distributed among all clusters, including those with the lowest household income populations. Disparity in reported levels of PTSA and parent funding is evident, with especially low levels in those clusters with the lowest estimated household income.
9. **There are differing barriers to teaching the arts and meeting EALRs at the elementary, middle and high school levels, though sustained funding is an overarching barrier.** Elementary schools report inadequate classroom time and lack of sustained funding as common barriers. Middle schools report competing school mandates as the most significant barrier followed by lack of sustained funding. High schools report lack of

sustained funding as the overwhelming barrier. Despite these variations, lack of sustained funding emerges as the key overall barrier facing SPS in providing arts teaching that will help students meet EALRs.

10. **Parent participation through attendance at school arts events is quite strong in the District as a whole.** This is true in all clusters across school levels, though levels are somewhat lower for high schools and in a few clusters. Parent participation in terms of school day activities varies by cluster, with weaker levels of school-day participation generally found in clusters with lowest household income levels (highest rate of free or reduced lunch population) which is likely to reflect less work/school day availability.
11. **Decision making about arts instruction is made differently at each school level.** Principals are often not the sole decision makers regarding arts instruction. School Leadership Teams play a key role in middle and alternative schools and a strong role in elementary schools while certified art teachers have the strongest decision-making role in high schools. A variety of types of leadership impact the arts within SPS.
12. **Inclusion of the arts in SPS Transformation plans or Continuous School Improvement Plans (C-SIP) is modest overall and does not appear to be a strong indicator of arts access.** These formal planning tools do not indicate or correlate to the reported levels of arts activity either by cluster or school level. Current formats of these plan templates may not capture or encourage arts planning within school improvement efforts.
13. **Reported budget data from all sources point to extremely modest arts-related allocations of school budgets for the district as a whole, by school level and by cluster.** This holds even for schools that see themselves as strong arts schools. In almost all cases respondents report less than 5% from their school budget (Baseline plus Self-Help plus Other budgets) is allocated for the arts. This includes a variety of sources, such as parent and partner support, though it does not include certified art teacher salaries.
14. **There is enthusiasm and pride in many schools in their arts programs, and there is a stated intent and desire to provide more arts access to students.** This does not appear to be matched by the capacity to deliver the range of benefits that principals believe arts instruction and experiences provide. Principals, especially at the elementary level, report their schools' arts offerings as a strong asset, often made possible through the concerted efforts of parent and community support.

Section 5. Arts Instruction and Activities in Seattle Public Schools

Arts instruction is taught in a variety of ways through the District. The reported data presents a picture of SPS instruction and activities that is modest in scope. It should be kept in mind that school principals were the primary respondents, though they were welcome to have others assist them in completing the survey. It is possible that the knowledge of the principal does not include all arts instruction and activities occurring in the school. While such additional activities might provide a more complete picture it is not likely that such additions would shift the larger picture painted by the data.

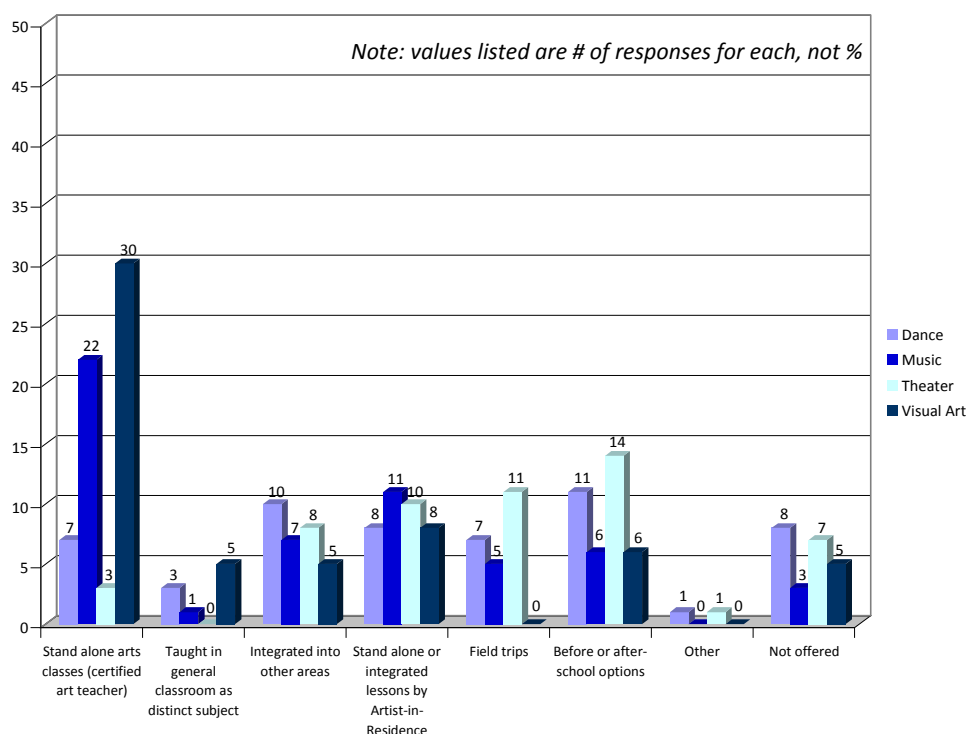
In most cases the reported data is examined by school level: elementary, middle, high and alternative school. The data was also considered by cluster, where appropriate.

5.1 Instruction and Activities Provided in the Arts

How the arts are taught in elementary schools, including alternative elementary schools

The visual arts and music are the arts disciplines most likely to be taught and experienced in school by elementary students, while theater and dance are most often experienced as before or after school programs or as field trips. Artists-in-Residence are a limited but consistent component of teaching across all four arts disciplines. Percentages overall are low.

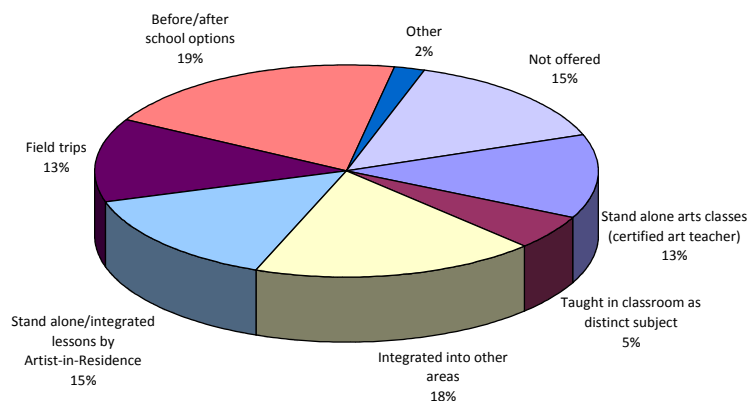
5.1a. *How the arts are taught in Seattle Public Schools, All Disciplines Elementary & Alternative Elementary Schools (n=63)*



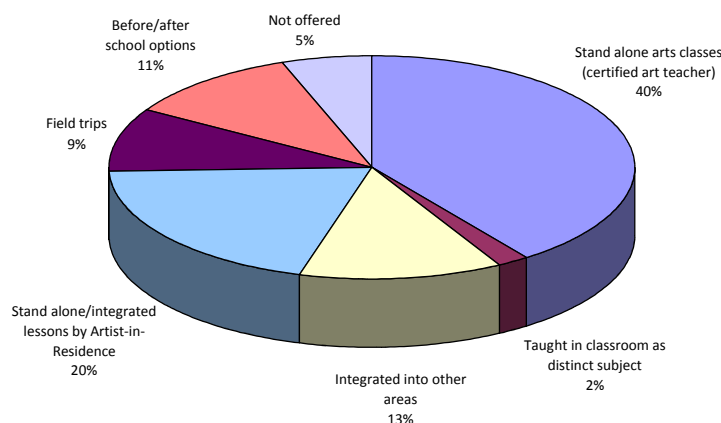
By Arts Discipline

Dance is taught in a variety of ways in elementary schools with no one method taking precedence. *Before or after school options* for dance are offered by 19% of elementary schools, with 18% of schools *integrating dance into other subject areas* and 15% providing *Artist-in-Residence* programs in dance. 15% of elementary schools offer no dance. **Music** is primarily taught through *stand alone classes with a certified art teacher* (40%) or by an *Artist-in-Residence* (20%) via stand alone or integrated lessons. 5% of elementary schools offer no music. **Theater** at the elementary school level is provided most often as a *before or after school option* (25%), as a *field trip* (20%) or with an *Artist-in-Residence* via stand alone or integrated lessons (19%). Only 6% of elementary schools teach theater in stand alone classes and 13% of schools do not offer theater at all. **Visual art** is the arts discipline most likely to be taught in elementary schools in a *stand alone art class with a certified art teacher* (52%). Visual arts *Artist-in-Residence* lessons are provided at 14% of elementary schools. 8% of schools do not offer visual arts.

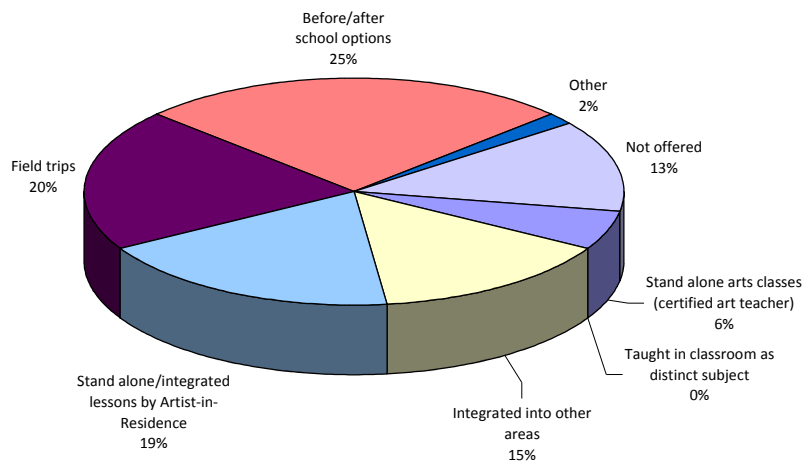
5.1b. How **Dance** is Taught, Elementary/Alternative Elementary (n=55)



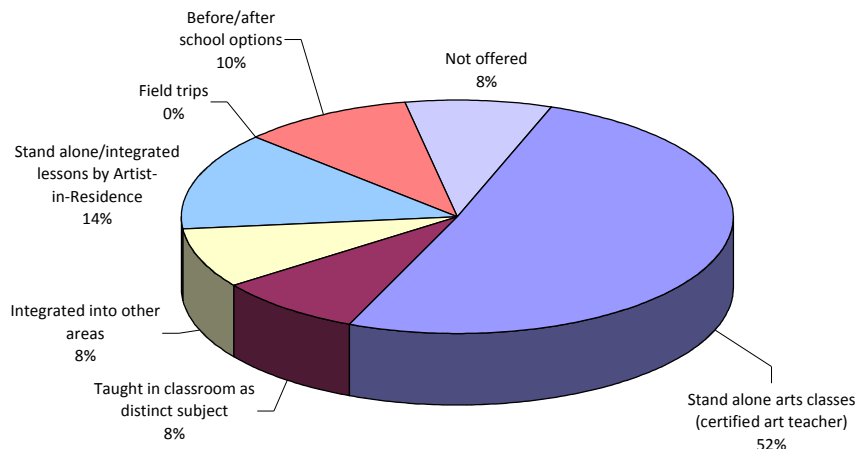
5.1c. How **Music** is Taught, Elementary/Alternative Elementary (n=55)



5.1d. *How **Theater** is Taught, Elementary/Alternative Elementary (n=55)*



5.1e. *How **Visual Arts** is Taught, Elementary/Alternative Elementary (n=59)*



Instructional hours received by elementary students as part of the school day

Reported annual instructional hours in the arts at the elementary school level are modest. Schools were asked to indicate an estimate of instructional hours provided annually for each arts discipline at each grade level. A range was utilized with 0 indicating the arts discipline was not offered at all, a 1 indicating one to ten hours provided, a 2 indicating eleven to forty hours per year, and a 3, 4 or 5 indicating higher numbers of hours per year. No individual arts discipline resulted in a mean score of 2 or more (e.g., over 40 hours per year for any grade level K through 5.) This does not imply that no elementary school provides more than 40 hours of annual arts instruction but these figures suggest that any such programs are a rarity and that

the majority of SPS students receive less (often much less) than 40 hours of instruction in any arts discipline annually.

By K-5 grade level and arts discipline

Dance and **theater** are reported at less than 10 instructional hours per year, with dance decreasing from a high Mean Range Score of .81 in Kindergarten to a low of .63 in grade 5, and theater increasing from a low of .61 to a high of .69 by the end of elementary school. **Music** shows a trend of increase with Mean Range Scores of approximately 1.58 for K-2, then a drop down to 1.44 for grade 3 and increase at the end of elementary school with a high of 1.9 in grade 5. Elementary students receive a mean of 1.65 instructional hours of music per year (indicating that it falls between the range of 1 and 10 hours per year and 11 to 40 hours per year.) **Visual arts** have the highest overall mean range score of 1.89 (closest to 11 to 40 instructional hours per year) during elementary school at a relatively steady rate across the grades.

5.1f. *Estimated Number of Elementary School-Day Instructional Hours Provided Annually in each Arts Discipline at Each Grade Level (includes alternative elementary schools.) (n=59)*

Ranges:

0 = Not offered	1 = 1 to 10 Hours provided annually
2 = 11 to 40 Hours provided annually	3 = 41 to 100 Hours provided annually
4 = 101 to 200 Hours provided annually	5 = More than 200 Hours provided annually

The following mean values are for the ranges listed above, not actual hours.
(For example, Grade 5 Visual Arts is most closely aligned with value 2 above, or 11 to 40 Hours.)

<i>Means by Discipline:</i>	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	All Grades
Dance	0.81	0.73	0.68	0.71	0.64	0.63	0.70
Music	1.59	1.54	1.58	1.44	1.83	1.9	1.65
Theater	0.61	0.61	0.63	0.69	0.69	0.69	0.65
Visual Arts	1.9	1.92	1.86	1.88	1.88	1.9	1.89
All Disciplines Total	1.23	1.20	1.19	1.18	1.26	1.28	1.22

By K-5 grade level and cluster, all arts disciplines combined

Generally there are increases in the amount of instructional time between Kindergarten and Grade 5 but not in the Northwest, West Seattle South and Southeast clusters. Southeast indicated the lowest mean score (which held constant across K-5) with QA/Magnolia being the next lowest mean, although it increased considerably in the 5th grade in that cluster.

Overall we see an increase in instructional time in grades 4 and 5 (which may represent instrumental music options offered starting in grade 4) with Kindergarten being the next greatest amount of instructional time. Grades 1, 2 and 3 receive the least amount of instructional time and this appears to be fairly consistent among clusters with some exceptions that may be targeted programs for that grade level in a particular school.

5.1g. *Estimated Number of Elementary School-Day Instructional Hours Provided Annually for all Arts Disciplines at Each Grade Level by Cluster (n=58)*

Ranges:

0 = Not offered	1 = 1 to 10 Hours provided annually
2 = 11 to 40 Hours provided annually	3 = 41 to 100 Hours provided annually
4 = 101 to 200 Hours provided annually	5 = More than 200 Hours provided annually

The following mean values are for the ranges listed above, not actual hours.
(For example, Grade 3 South district is most closely aligned with value 1 above, or 1 to 10 Hours.)

<i>Means by Cluster:</i>	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	All Grades
Northeast (n=8)	1.19	1.41	1.41	1.44	1.47	1.34	1.38
Northwest (n=9)	1.17	0.61	0.89	0.89	1.00	1.00	0.93
QA/Magnolia (n=3)	1	1.08	1.08	1.08	0.92	1.25	1.07
West Seattle North (n=4)	1.31	1.31	1.25	1.31	1.44	1.50	1.35
North (n=6)	1.33	1.21	1.21	1.17	1.46	1.46	1.31
Central (n=9)	1.17	1.17	1.03	1.08	1.14	1.22	1.13
South (n=7)	1.5	1.46	1.46	1.39	1.61	1.61	1.51
West Seattle South (n=5)	1.25	1.20	1.35	1.25	1.20	1.20	1.24
Southeast (n=6)	0.83	0.83	0.83	0.83	0.83	0.83	0.83
All Clusters Total	1.19	1.14	1.17	1.16	1.23	1.27	1.19

How the arts are taught in middle and high schools, including alternative middle and high schools

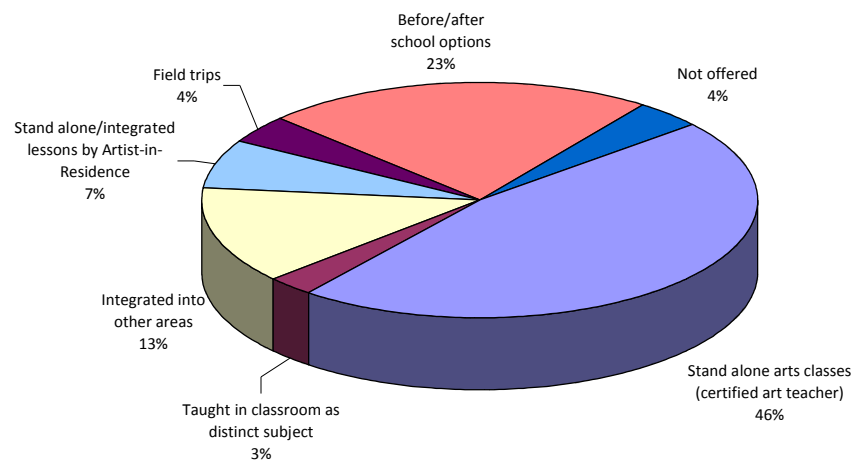
Access to the four arts disciplines in middle school and in high school is reported to take a number of forms. Patterns of arts access evident in elementary schools continue in terms of arts discipline access at the middle and high school levels: Visual arts and music are most evident in the classroom, with theater and dance more likely to be accessed through before or after school programs and field trips. Stand alone art classes with a certified art teacher are the primary vehicle of arts access. There is a considerable decrease in Artist-in-Residence activity from elementary schools, with high schools noting virtually no such activity.

- For both middle and high schools, the primary method of arts access occurs in the classroom through *stand alone classes with a certified arts instructor*, with somewhat less than half (46%) reporting in middle schools, increasing to 59% in high schools.
- 23% of middle schools report *before or after school options*, while there is less of this option (13%) at the high school level.
- Arts *field trips* are a rarity in middle school at only 4% while in high school they are reported at 13%.
- Middle schools integrate the arts into other subject areas 13% while such use is reported at only 2% in high school.

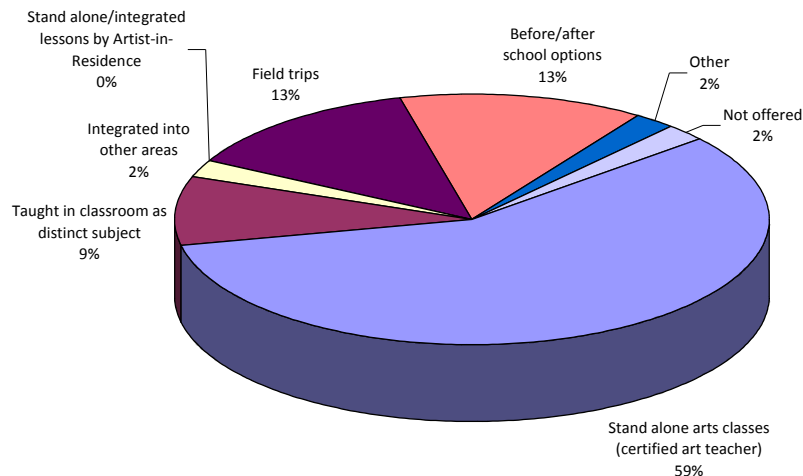
- *Artist-in-Residence* teaching is reported as less of a teaching tool than in elementary schools: middle schools indicate 7% and high schools indicate no artist-in-residence activity. This may not reflect any such activities that are handled directly by teachers that may not be tracked by the principal. Even if such teacher-facilitated artist-in-residence programs were included it is not likely to shift the overall picture.

Note: Middle, high and relevant alternative schools are combined in this section for analysis by arts discipline due to the small pool of respondents within each category. It should be kept in mind that there is a small total sample so that statistical significance is not possible to determine. No cluster analysis is done for middle and high schools since there is often only one such school in each cluster.

5.1h. How the Arts are Taught in Middle Schools and Applicable Alternative Middle Schools (n=21)



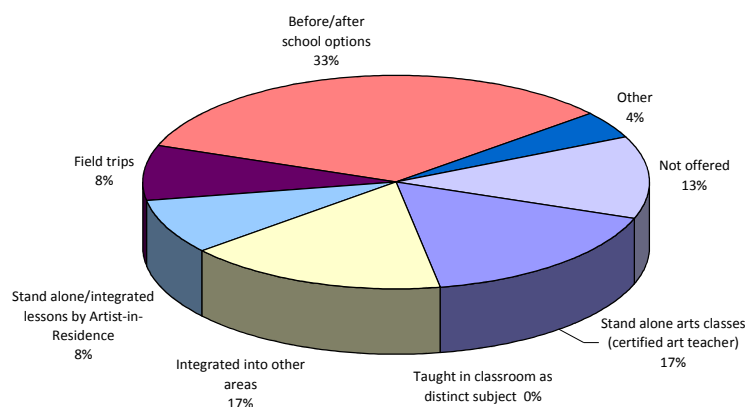
5.1i. How the Arts are Taught in High Schools and Applicable Alternative High Schools (n=13)



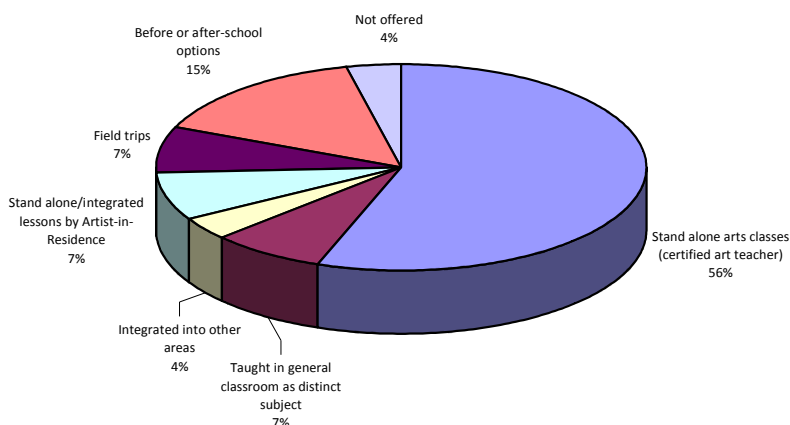
By arts discipline in middle and high school

A third of all **dance** is accessed through *before or after school options* (33%.) Dance is *integrated into other areas* (17%) and provided as a *stand alone class with a certified arts teacher* (17%) at the same rate. It is the arts discipline with the lowest rate of stand alone class instruction. 13% of schools do not offer dance. **Music** is primarily provided through *stand alone arts classes with a certified teacher* (56%) and 15% of schools provide *before and after school options*. 4% offer no music in their school. **Theater** is almost equally offered in *before and after school options* (36%) and as *stand alone classes with a certified art teacher* (35%.) Theater has the highest rate of *arts field trips* at 11%. All schools offer some form of theater access. The **visual arts** are the most widely offered *stand alone arts classes taught by a certified teacher* with over three-quarters of middle and high schools providing such classes (76%.) While all middle and high schools offer visual arts none (0%) of them provide *before or after school options* in this arts discipline.

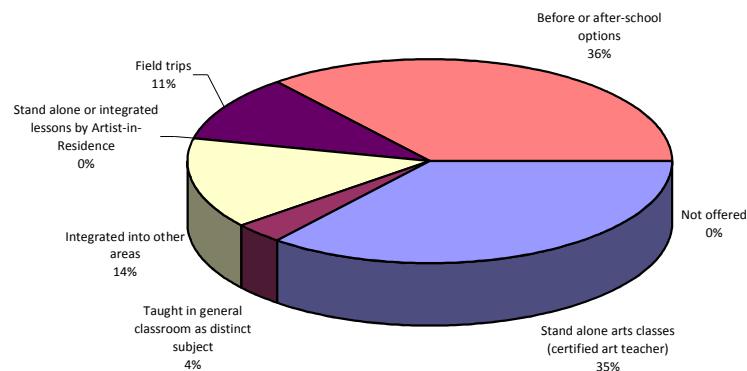
5.1j. How **Dance** is Taught, Middle/High, & Alternative Middle/High Schools (n=24)



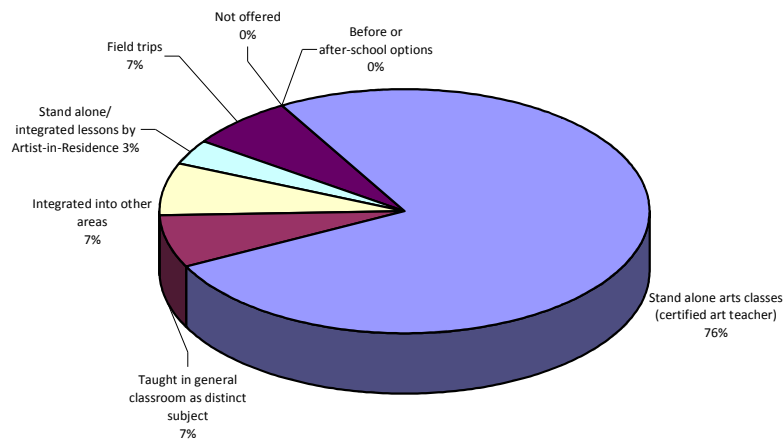
5.1k. How **Music** is Taught, Middle/High & Alternative Middle/High Schools (n=27)



5.1l. *How **Theater** is Taught, Middle/High, & Alternative Middle/High Schools (n=28)*



5.1m. *How **Visual Art** is Taught, Middle/High & Alternative Middle/High Schools (n=29)*



Arts discipline course offerings at the middle and high school level

A total of 460 arts classes were reported by middle and high schools in SPS in the 2007-08 school year. The vast majority of these were in the visual arts (216) and music (184.) The number of classes in dance is low in both middle and high schools while there is an increase in theater class offerings from middle school to high school. There is a decrease in the number of music and visual arts classes offered from middle school to high school. This is surprising but may reflect the fact that there are two high schools that did not respond to the survey while all middle schools responded. When offerings at the middle or high school levels are combined with alternative schools at that level, there is considerable increase in the number of courses offered in each arts discipline which appears to reflect a greater number of arts courses provided to students in alternative schools, even with the smaller student body size at alternative programs.

5.1n. Total Number of Arts Courses Offered at the Middle and High School Level

Counts include each credited semester offering as one course and include any CTE classes cross credited as Art.

Note: The following total values include Alternative Schools that are incorporated into both the Middle and High School levels.

	Middle School Only (n=10)	Middle School with Alternative Middle (n=22)	High School Only (n=10)	High School with Alternative High (n=14)	ALL
Dance	3	8	2	6	10
Music	114	128	56	63	184
Theater	12	26	24	33	50
Visual Arts	109	142	74	93	216
All Disciplines total	238	304	156	195	460

5.1o. Mean Number of Arts Courses Offered By Grade Level

Counts include each credited semester offering as one course and include any CTE classes cross credited as Art.

Note: The following mean values are representative of actual number of hours, not representative of ranges.

	Middle School Only (n=10)	Middle School with Alternative Middle (n=22)	High School Only (n=10)	High School with Alternative High (n=14)
Dance	0.3	0.36	0.2	0.43
Music	11.4	5.82	5.6	4.5
Theater	1.2	1.18	2.4	2.36
Visual Arts	10.9	6.45	7.4	6.64

5.2 Who Provides Arts Instruction and Activities in the Seattle Public Schools

Certified Arts Teachers

The aggregated total of certified art teachers reported by respondents is 118.7 Full Time Equivalents (FTEs) in elementary, middle, high and alternative Seattle Public Schools. This represents more than 118 individuals working at less than full time with multiple part time positions aggregating to be counted as a single FTE. The greatest number of FTEs cumulatively is in the visual arts (51.4 FTEs) followed by music (45.1 FTEs) with only 3.1 FTEs in dance, 7.3 FTEs in theater and an additional 11.8 FTEs identified as multi arts. It should be kept in mind that these aggregated totals represent many part time positions with some positions at half, quarter or even less than quarter time. The District reports that for SPS as a whole there are a total of 3176 FTEs filled by 3420 certified teachers. Certified arts teacher FTEs make up 3.7% of the District's certified teacher FTEs.

There is an increase in the number of certified art teacher FTEs from the elementary to the high school level, from less than one per elementary school to nearly 2.5 per high school.

- At the elementary level the greatest number of certified FTEs are music and visual art teachers, but there is generally less than 1 (.97) certified arts FTE per elementary school.
- For middle schools the mean number of certified arts teacher FTEs increases to 2.27, with visual arts and music most prevalent.
- In high schools there is an increase in the mean to 2.43 FTEs with most of that increase in the visual arts.

Some disparity emerges regarding the total number of certified arts teachers by cluster. The highest mean is found in the Northeast cluster at 2.38, while the lowest is .97 for West Seattle South and West Seattle North at 1.01. Some of this disparity is likely due to difference in the number of schools in each cluster and it should be kept in mind that these numbers reflect differing balances of elementary, middle and high schools in each cluster.

More research is needed to gain a fuller understanding of disparities related to the distribution of certified arts teachers in the district. While it is beyond the scope of this project it would be valuable to consider the number of certified arts teachers relative to certified teachers in other disciplines as well as per pupil ratios.

5.2a. Total Full Time Equivalent (FTE) of Certified Arts Teachers in Each Arts Discipline

	Dance	Music	Theater	Visual Art	Multi-Art	ALL
Elementary Schools (n=48)	1.1	18.8	0.1	13.1	6.2	39.3
Middle Schools (n=10)	1.0	13	1	13	4	32.0
High Schools (n=10)	0	8.4	4	15.6	0.6	28.6
Alternative Schools (n=14)	1	4.9	2.2	9.7	1.0	18.8
	3.1	45.1	7.3	51.4	11.8	118.7

5.2b. Means by Grade Level of Total Full Time Equivalent (FTE) of Certified Arts Teachers in Each Arts Discipline

	Dance	Music	Theater	Visual Art	Multi-Art	Total for Grade Level
Elementary/Alternative (n=59)	0.04	0.40	0.04	0.37	0.12	0.97
Middle/Alternative (n=22)	0.09	0.81	0.15	0.99	0.23	2.27
High/Alternative (n=15)	0.07	0.69	0.38	1.25	0.04	2.43

5.2c. Means by Cluster of Total Full Time Equivalent (FTE) of Certified Arts Teachers in Each Arts Discipline

	Dance	Music	Theater	Visual Art	Multi-Art	Total for Cluster
Northeast (n=10)	0.11	1.04	0.15	1.07	0.01	2.38
Northwest (n=13)	0.00	0.57	0.03	0.56	0.15	1.31
QA/Magnolia (n=6)	0.00	0.30	0.13	0.35	0.27	1.05
West Seattle North (n=7)	0.00	0.60	0.00	0.40	0.01	1.01
North (n=7)	0.00	0.57	0.06	0.71	0.14	1.49
Central (n=13)	0.00	0.53	0.08	0.99	0.08	1.68
South (n=9)	0.11	0.50	0.17	0.73	0.11	1.62
West Seattle South (n=6)	0.00	0.33	0.00	0.30	0.33	0.97
Southeast (n=9)	0.11	0.44	0.13	0.22	0.22	1.13

Arts instruction provided in addition to teaching by certified arts teachers

Schools at all grade levels use a variety of individuals to augment teaching by certified arts teachers. Elementary schools have the greatest incidence of arts instruction by non-certified arts teachers. This occurs through certified general subject teachers who provide arts instruction, parent or community volunteers in the classroom, and via artists or arts professionals with either a direct school contract or through an external arts organization. These non-certified instructional roles decrease by a considerable margin in middle schools, and are negligible in high schools. Alternative schools maintain a fairly consistent presence of all four sources of arts instruction at all school levels.

5.2d. Distribution of Arts Instruction by Non Arts-Certified Teachers, by School Level

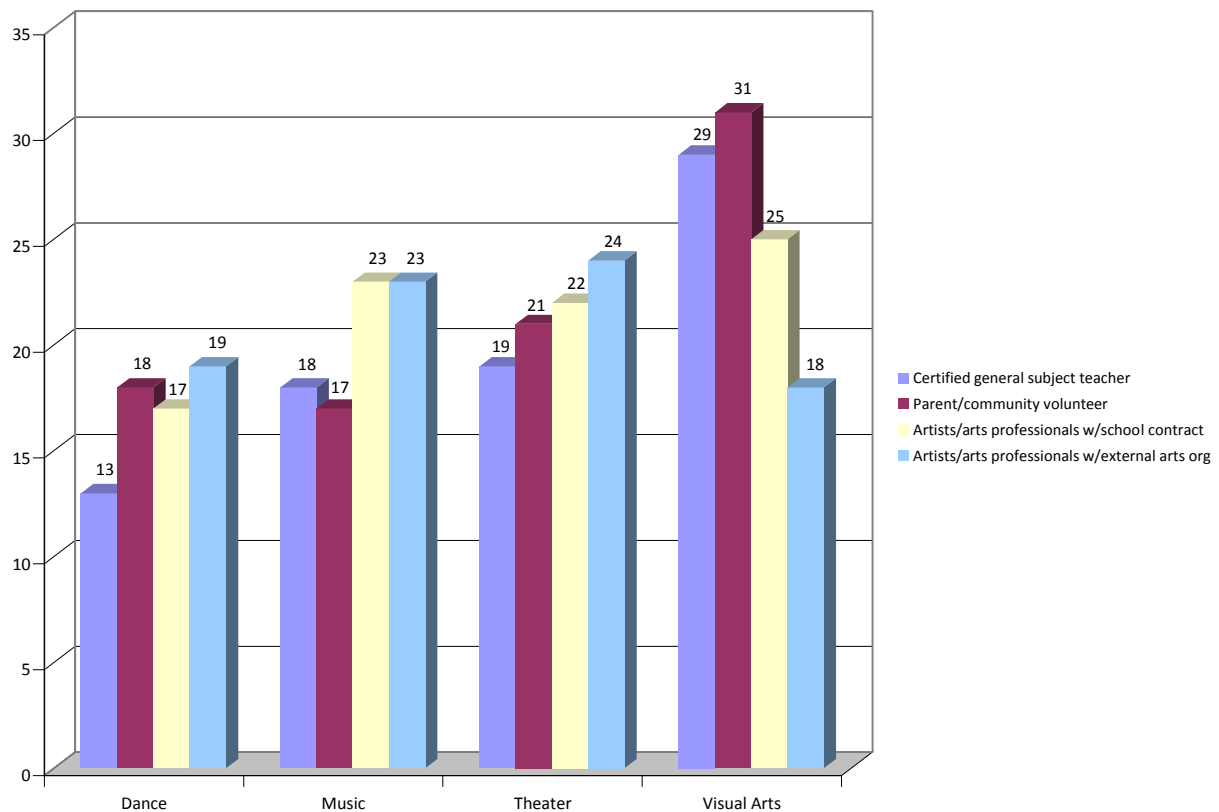
	Elementary School	Middle School	High School	Alternative School
Certified general subject teacher (n=79)	59.5%	8.9%	7.6%	24.1%
Parent/community volunteer (n=87)	67.8%	11.5%	0.0%	20.7%
Artists/arts professionals w/school contract (n=87)	55.2%	14.9%	5.7%	24.1%
Artists/arts professionals w/external arts org (n=84)	56.0%	19.0%	0.0%	25.0%

Certified general subject non-arts teachers are more likely to teach visual arts than any other arts discipline. Such teachers are least likely to teach dance, and are somewhat more likely to teach music or theater. *Parent or community volunteers* are also more likely to teach visual arts than any other arts discipline. *Artists or arts professionals with school contracts* or *with external arts organizations* are evident in all four arts disciplines. When these two categories of outside artists and arts professionals (those with school contracts or with external arts organizations) are combined they are the most frequent type of provider of arts instruction in all arts disciplines besides certified arts teachers.

The question of who is qualified to provide arts instruction as well as the issue of the quality of instruction is not revealed through this survey and is an area for additional research.

5.2e. Providers of Arts Instruction by Non-Certified Art Teachers, by Discipline, 2007-08

Note: counts below represent numbers of yes responses, not number of individuals teaching arts.



5.3 Parent and Guardian Roles in the Arts

Parents and guardians play a role in volunteer arts instruction as shown in the table above. Additional dimensions of parent and guardian participation were also examined in the survey.

By school level

Respondents note moderate to strong participation overall by parents/guardians in the arts in their elementary, middle and alternative schools. High schools show much weaker parent/guardian participation in all areas except for attending arts events. The strongest area overall of participation is in attending arts events at the school, followed by arts field trip participation. Arts instruction by parents/guardians is strongest in alternative schools. This may reflect an explicit expectation of participation in such schools. Participation in before and after school program assistance is strongest at the middle school level.

By cluster, all grade levels combined

Strongest parent participation is reported in the Northeast, Northwest and West Seattle North Clusters. Weakest levels are reported in the Southeast, followed by South and West Seattle South, though it should be noted that level of parent attendance at arts events is in the same range for these areas as for all other clusters. It is in the area of art instruction and before or after school parent participation that there is the greatest disparity. These are the three clusters with the lowest household income levels. It is possible that parents in these households have less flexibility in school day availability due to work obligations. It suggests that arts programs in those clusters are least likely to thrive if built on an assumption of school day participation by parents or guardians.

5.3a. Means of the Level of Parent/Guardian Participation in the Arts at the School Level

Mean Range: 3 (Strong), 2 (Moderate), 1 (Weak), 0 (None)

<i>Means by EMHA:</i>	Art instruction	Arts field trips	Before/after school	Attend events	Participation (avg)
Elementary (n=45/46/47)	1.76	2.24	2.00	2.72	2.18
Middle (n=9/10)	1.44	2.20	2.22	2.70	2.14
High (n=7/8)	1.25	1.43	1.29	2.38	1.59
Alternative (n=12)	2.25	2.25	1.83	2.67	2.25

Means By Cluster:

Northeast (n=10)	2.20	2.60	2.30	2.80	2.47
Northwest (n=11)	2.27	2.55	2.45	2.82	2.52
QA/Magnolia (n=6)	1.67	2.17	1.83	2.83	2.12
West Seattle North (n=5/6)	2.00	2.50	2.20	3.00	2.42
North (n=7)	1.57	1.86	2.00	2.71	2.03
Central (n=12/13)	2.00	2.08	1.92	2.46	2.11
South (n=8/9)	1.13	2.00	1.88	2.56	1.89
West Seattle South (n=5/6)	1.25	1.80	1.67	2.83	1.89
Southeast (n=7)	0.86	1.71	0.86	2.43	1.46

Section 6. Resources for Arts Teaching and Activities

6.1 External Arts Partnerships and Relationships

School Partnerships or Relationships with External Arts Organizations or Entities

Partnerships and relationships with external arts organizations and other arts entities play a role in many schools. Of 82 respondent schools, 52 report one or more external arts partnerships or relationships. A total of 94 partnerships are reported in full, with an additional 12 partnerships described by two schools that reported more than five partnerships each, for a total of 106 identified partnerships. (The 12 listed as “additional relationships” were without specific data on the nature of the relationship, though they are counted in the total of 106.) These partnerships or relationships are with 65 unique entities: 59 organizations; and 6 individual artists or artist-in-residence programs. The relationships noted most frequently were ArtsCorps (6), Powerful Arts/Powerful Schools (5) and Junior League and Seattle Symphony (each noted 4 times.) See Appendix D for the full list of names reported.

Arts discipline and school grade level

Of the partnerships/relationships described, 40 are in music, 34 in visual arts, 32 in dance and 29 in theater. Music and visual arts are the most frequently reported arts disciplines but there is relatively equal distribution among all four arts disciplines, especially compared to the unequal balance of certified arts teachers among the four arts disciplines in SPS as a whole.

The partnerships/relationships are concentrated in elementary schools: two thirds of all partnerships/relationships are with elementary schools. 71% of elementary schools participating in this survey reported partnerships; 57% of alternative schools, 50% of both middle schools and high schools reported partnerships. More than half (56%) of partner relationships occurred in elementary schools with some schools having multiple relationships. This is likely a reflection of the large number of elementary schools in the Seattle Public Schools but it also appears that elementary schools are frequent sites of such relationships.

Characteristics of partnerships by school level and cluster

Partnerships/relationships serve on average more than 36 students per school. Those in elementary schools serve the greatest number of students and those in high school serve the least. More than two teachers per school are served on average by these partnerships at the elementary level with lower teacher reach for other school levels.

The average length for these partnerships/relationships is 3.6 years, with alternative and elementary schools having the longest standing relationships, and high schools the shortest. The Northeast, Northwest and South clusters have the longest standing relationships, while the West Seattle South, North, and West Seattle North cluster have the shortest history with their partners. Proportionally, the Northwest cluster reports the fewest number of schools with partners relative to the total number of schools in the cluster.

The majority of these partnerships/relationships are characterized by respondents as stable district-wide, with the characterization at the middle and high school levels as growing. When examined by cluster, the characterization overall is stable, with the Central cluster noting growth. Partnerships and relationships are reported in clusters representing all levels of household income with no evident disparity with lower household income clusters. More research is needed to identify whether the breadth or depth of these relationships differs between clusters.

Components of partnerships/relationships overall in SPS

Respondents were asked to indicate multiple components relevant to each partnership or relationship. The range of partnership/relationship components is broad.

- More than a third of partnerships/relationships (41%) are reported to involve a component of *school day instruction by an artist or arts professional*. Of these, 29% are for less than 3 months so they are short term.
- More than a third of partnerships/relationships (39%) are reported to have a component focused on teachers, principals or volunteers, with consulting or resources for teachers being cited for 15% of relationships.
- *Before or after school arts programs* are noted by respondents as a component for 20% of partnerships/relationships.

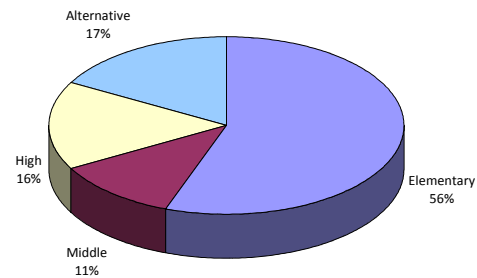
It should be kept in mind that much of the contact reported is for three months or less and that contact at this level is unlikely to be equivalent to ongoing instructional classes. Additional research will be necessary to dig more deeply into the impact of these partnerships and their ability to provide SPS students with access to the type of learning required for meeting the EALRs.

6.1a. Partnerships or Relationships with External Art Organizations or Similar Entities

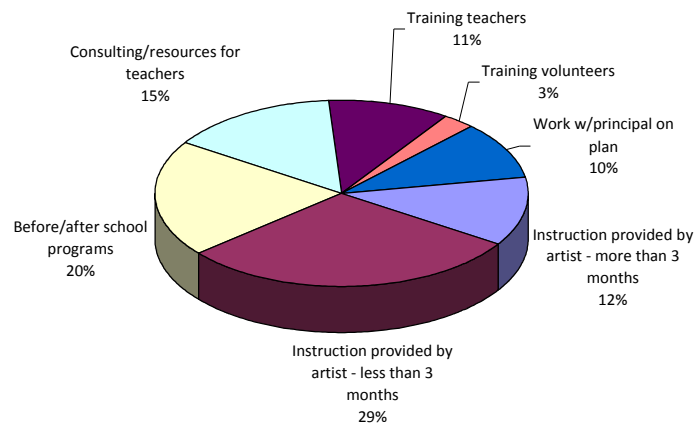
By Cluster	# Partners	# Schools with partners	Disciplines represented by partners:				Range means, number served		# Years Partner	Character Sustainability
			Dance	Music	Theater	Visual Art	Students*	Teachers [§]		
Northeast (n=10)	17	6	8	5	6	4	2.4	2.2	4.4	Stable
Northwest (n=13)	9	5	4	4	3	1	2.4	2.2	3.9	Stable
QA/Magnolia (n=6)	4	4	1	2	2	1	2.2	2.2	3.5	Stable
West Sea. North (n=7)	6	5	1	2	2	3	3	2.9	2.7	Stable
North (n=7)	5	4	3	0	0	1	1.8	1.6	2.4	Stable
Central (n=13)	20	10	3	11	3	10	2	2.1	3.3	Growing
South (n=9)	15	8	7	10	9	6	2.6	2.5	3.9	Stable
West Sea. South (n=6)	5	3	0	2	2	1	2.6	2.6	2	Stable
Southeast (n=9)	12	6	5	4	2	6	1.7	1.3	3.7	Stable
By EMHA										
Elementary (n=48)	59	34	20	30	17	22	2.4	2.4	3.7	Stable
Middle (n=10)	12	5	4	3	3	6	2.2	1.8	3.4	Growing
High (n=10)	9	5	1	4	3	3	1.7	1.6	2.7	Growing
Alternative (n=14)	14	8	7	3	5	3	2.1	1.9	3.9	Stable
District-wide	94	52	32	40	29	34	2.3	2.2	3.6	Stable

DISTRICT WIDE:	Student range mean = 2.1, Teacher range mean = 1.9	<u>*Student ranges:</u>	<u>§Teacher ranges:</u>
105 partnerships;	<i>Most common partners:</i>	35 or less=1	1=1
65 unique partners:	ArtsCorps (6)	36-100=2	2-5=2
59 organizations;	Powerful Arts/Powerful Schools (5)	101-500=3	6-10=3
6 individuals or	Junior League (4)	501 or more=4	11-25=4
artist-in-residence	Seattle Symphony (4)		26 or more=5
program.			

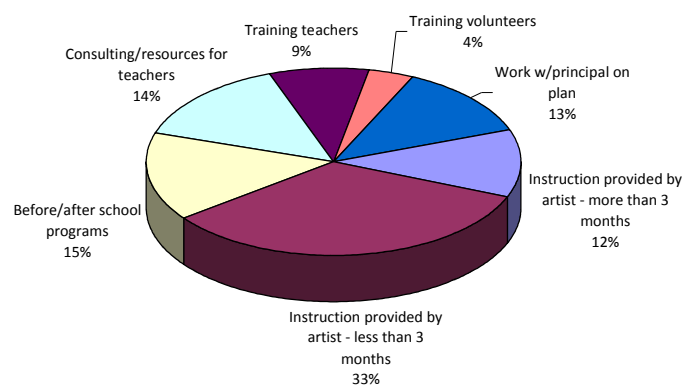
6.1b. *All Documented Partnerships and Relationships (n=106) with External Organizations in 2007-08, All Schools Reporting*



6.1c. *External Organization Partnership Components in 2007-08, All Schools Reporting (n=52)*



6.1d. *External Organization Partnership Components in 2007-08, Elementary Schools (n=34)*



6.2 Sources of Funds for the Arts

Schools use a variety of sources to fund arts activities and programs. Respondents were asked to identify whether various resources supported a variety of arts uses. Funds from the *Baseline budget* (not including teacher salaries) and *PTSA/parent funding* are the most cited sources by respondents.

Baseline budget from the District is primarily used for *arts supplies/materials*. To a lesser extent Baseline funds are used for *in school performances, arts events, exhibits, arts curricula, field trips* and *arts professional development*. **PTSA/parent funds** are used more evenly across the spectrum. Highest and at an equal rate are *art supplies/material, Artist in Residence programs* and *in school performances/events/exhibits*. This is the most often cited source for *before or after school arts programs*. **Self-Help funds** are the third most cited source and are likely to be used for *art supplies/materials* and *arts field trips* as well as *Artist in Residence programs* and *in school performance, events and exhibits* also being supported. **District funds** other than Baseline budget are reported at much lower levels, with *arts staff professional development* being the most often cited use of these funds, though at rates lower than Baseline budget and almost matched by PTSAs. **External arts organization funds** are most likely to be used for *Artist in Residence programs* or *field trips*. **Grants** are used most often for *before or after school programs* followed closely and equally by *art supplies/materials* and *Artist in Residence programs*.

6.2a. Sources Used to Fund the Arts in Schools 2007-08

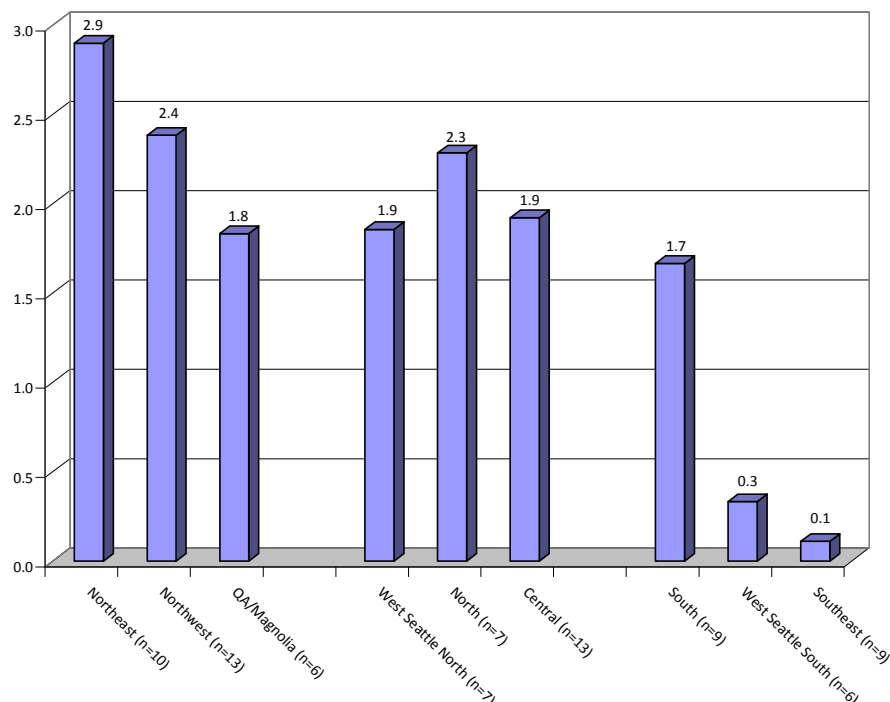
<i>Use of funds (n=88)</i>	Baseline budget	Self-help funds	District funds	External org funds	PTSA - parent funds	Parent/ student fees	Grants	In-kind donations
Arts supplies/materials	56%	24%	5%	8%	38%	9%	10%	11%
Arts curricula	17%	7%	2%	6%	15%	2%	8%	2%
Before/after school arts program	7%	7%	1%	8%	28%	9%	13%	3%
Artist-in-Residence programs	8%	15%	1%	14%	38%	5%	10%	5%
In-school performances/exhibits	19%	13%	1%	5%	38%	6%	9%	7%
Arts field trips	17%	20%	2%	10%	32%	18%	8%	6%
Arts staff professional dev	14%	2%	8%	3%	7%	0%	6%	1%

PTSA or parent funded resources by cluster

There are variations between PTSA or parent funded resources by cluster. Since PTSA/parent funds are one of the most noted sources of funds across a variety of arts uses, this is likely to result in inequities between clusters. There is considerable difference in such funds, with the Northeast cluster showing the strongest use of such funds, a lower but still strong range of use among six clusters, but a precipitous drop in such funds for West Seattle South and Southeast clusters. These two clusters are those with the lowest levels of annual household income. This

suggests a diminished ability to rely on sources of financial support from students' families in these clusters.

6.2b. PTSA or Parent-Funded, by Cluster (per school average)



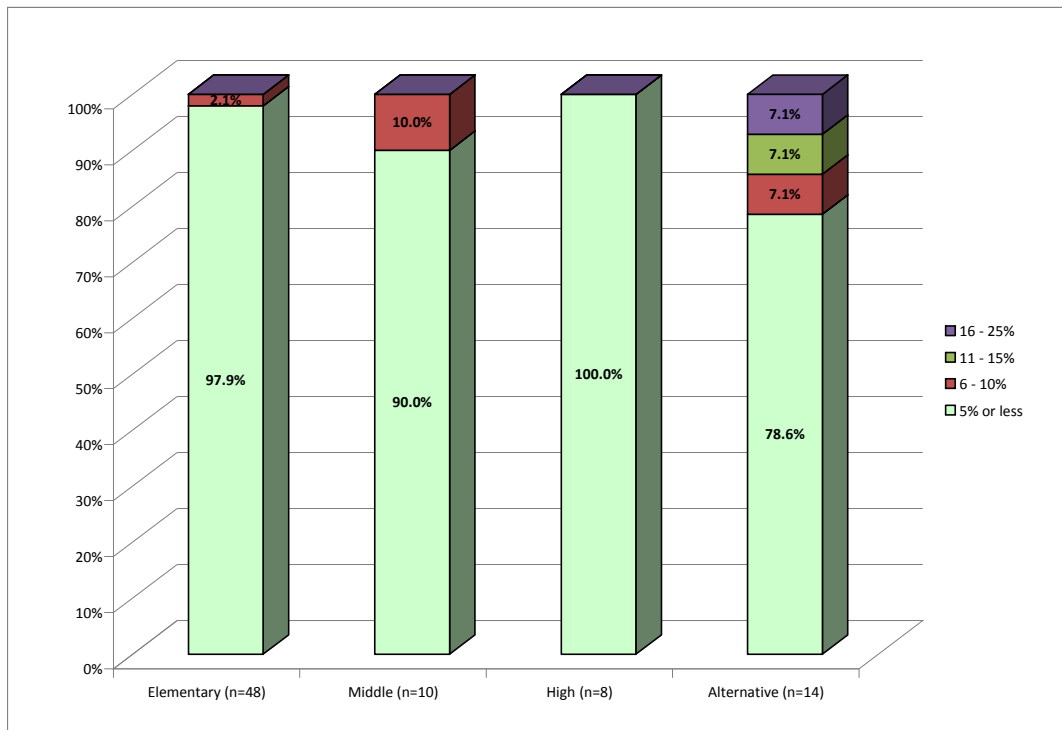
6.3 Budget Allocations

School budgets for arts instruction and programs across all school grade levels and clusters is at or below 5% of the school's *baseline*, *self-help* and *other fund* budgets in all but a very few cases. Respondents were asked to estimate the percentage of their school's 2007-08 budgets earmarked for arts instruction and program. The responses present a picture of modest arts spending across the district.

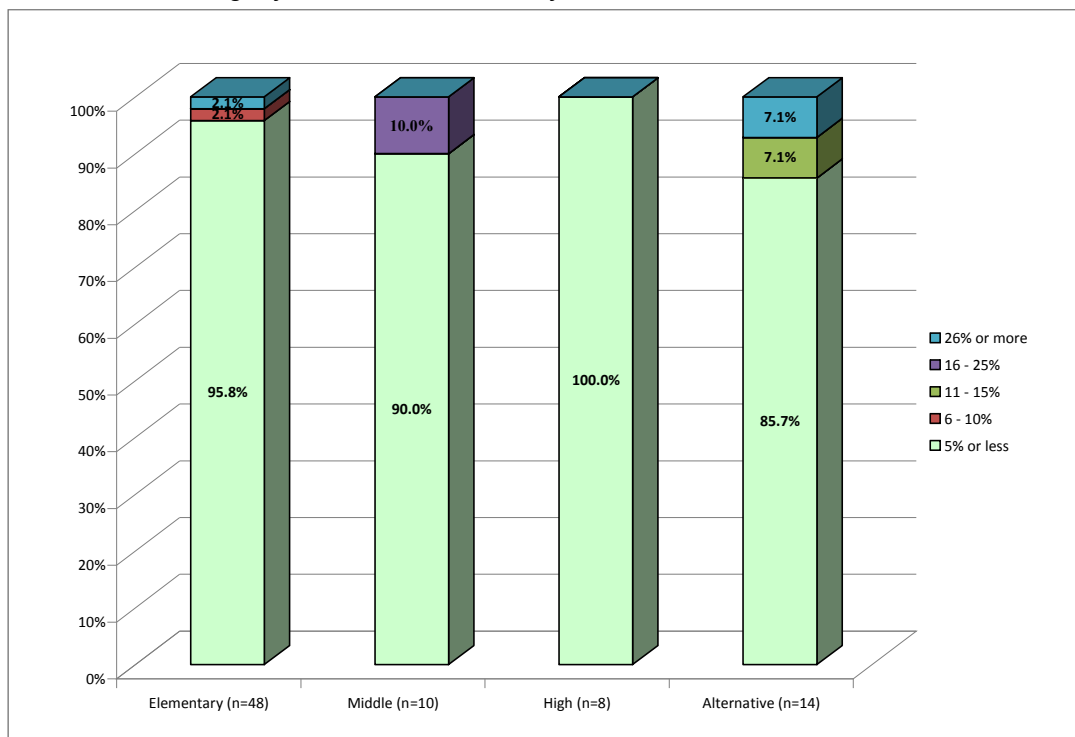
Baseline budgets in **high schools** uniformly allocate 5% or less for the arts (not including SPS teacher salaries, non-district funds or one time expenditures.) Only one **middle school** allocates more: between 6% and 10%. Almost all **elementary schools** (98%) allocated 5% or less.

Alternative schools are the most likely to allocate more than 5% of baseline budget to the arts with 7% allocating 6%-10%, 7% indicating 11%-15% and 7% allocating up to a quarter of their baseline budget to the arts. Use of *other funds* (not including Self-Help funds) closely mirrors baseline budget allocations.

6.3a. *Estimated Percentage of School's Baseline Budget Earmarked for Arts*



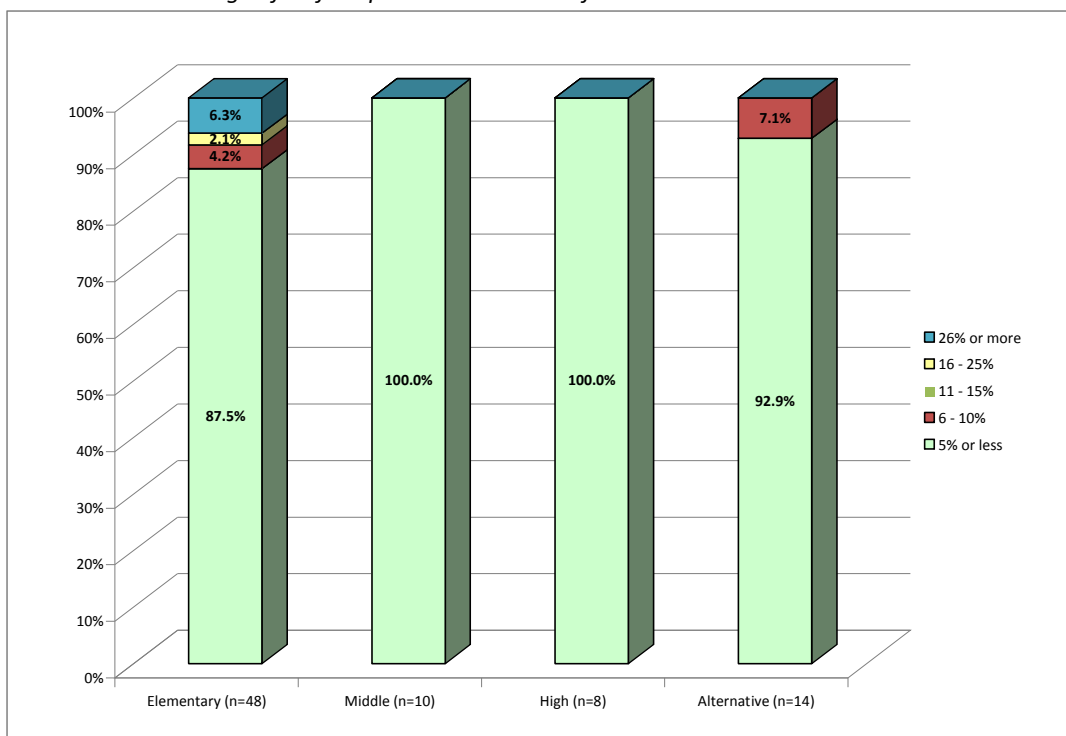
6.3b. *Estimated Percentage of Other Funds Earmarked for Arts*



Self-Help funds, which often include funds raised by parent groups, are reported by all responding **middle and high schools** at levels of 5% or less earmarked for the arts. Seven percent of **alternative schools** indicate that they dedicated more than 5% of their self-help budget for the arts. In **elementary schools** 4% of schools earmark 6%-10%, 2% of schools use 16-25% while 6% of schools dedicate 26% of self-help budget to the arts with 88% earmarking 5% or less. Self-Help funds may include payment to non-SPS arts teachers via contract.

It is possible that the figures reported may not include funds raised by independent 501(c)3 not-for-profit organizations affiliated with particular schools to support specific programs (such as some high school music programs.) While such funds may augment the reported figures, it is not likely that such amounts would shift the earmarked percentage of total school budget for the arts.

6.3c. *Estimated Percentage of Self-Help Funds Earmarked for Arts*



This overall picture of low arts funding raises questions about whether adequate resources are being allocated to provide instruction at levels likely to meet the new Washington State EALRs in the arts. Additional research is needed to gain a clearer picture of the budget necessary to provide students with appropriate levels of instruction to meet EALR standards.

6.4 Teacher Participation in Professional Development in the Arts

Teacher participation in professional development in the arts can enhance teaching skills in both direct and indirect ways. Seattle Public Schools as well as numerous regional arts organizations provide professional development specifically in the arts. A total of 281 cases of participation by teachers in arts professional development were reported during the 2007-08 school year with the greatest number (174) being elementary school teachers, which is the largest pool of teachers in the District. These counts may include participation in more than one arts professional development activity by certain teachers.

The greatest number of these activities at all school levels was in the visual arts (175), with roughly one-third as many (58) in music, and a modest number in theater (31) and dance (17.)

Of professional development activities reported as taken by elementary teachers, approximately one-third were provided by SPS and two-thirds by other entities. For middle school teachers SPS provided nearly twice as many activities (36) compared to those provided by other entities (19.) For high school teachers, professional activities in the arts were less common but those that did occur were fairly evenly split between SPS sponsored (17) and other entities (14.)

6.4a. Teachers Participating in Professional Development Activities in the Arts in 2007-08

Actual counts of participating teachers (not means)

		Dance	Music	Theater	Visual Art	All Arts
Elementary (n=48)	SPS District sponsored	5	14	3	34	56
	Other entity	10	12	19	77	118
Middle (n=10)	SPS District sponsored	1	13	1	21	36
	Other entity	0	9	0	10	19
High (n=10)	SPS District sponsored	0	4	3	10	17
	Other entity	0	4	2	8	14
Alternative (n=14)	SPS District sponsored	0	1	1	7	9
	Other entity	1	1	2	8	12
All Prof Dev Totals:		17	58	31	175	281

Section 7. Barriers to the Arts in Seattle Public Schools

7.1 Barriers to Teaching the Arts and Meeting the Washington State EALRs

All respondents were asked to select two main barriers in their school's ability to teach the arts and meeting the Washington State Essential Academic Learning Requirements (EALRs) in dance, music, theater and visual arts. The key barriers identified by respondents vary by school grade level. Nearly half of all **elementary schools** responding felt that *inadequate classroom time* (48%) and *lack of sustained funding* (46%) were the key barriers. *Competing state mandates* was also a concern for about a third of elementary schools (35%.) **Middle schools** experience *competing school mandates* as a primary barrier (60%) with *lack of sustained funding* also being a concern for half the schools (50%.) **High schools** report *lack of sustained funding* as the overwhelming barrier with 80% of high school respondents noting it, followed by *limited supplies* for 30% of schools. These two may be related as supplies are often directly related to funding. For **alternative schools** lack of sustained funding is a barrier for slightly more than half (57%) with half of the respondents citing lack of classroom time as a barrier.

Barriers by cluster

Barriers reported by all respondent schools were combined to see how they vary by cluster. Five of the nine clusters indicate *lack of sustained funding* as the primary barrier, with *not enough classroom time* being the second greatest barrier across clusters. The North, South and Southeast cluster indicate particular concern with *competing state mandates*, and the Northeast cluster cited a strong concern with *limited facilities*. A *lack of classroom time* is seen as a strong barrier in the Northeast, Queen Anne/Magnolia, West Seattle North and Southeast clusters. The Central Cluster indicated the highest percentage regarding *lack of sustained funding* as a barrier.

7.1a. Main Barrier to Teaching the Arts and Meeting the State Arts EALRs

Respondents were asked to mark the two barriers of greatest concern.

Barriers by school level	Percentage of Elementary School Population	Percentage of Middle School Population	Percentage of High School Population	Percentage of Alternative School Population	Percentage of All School Populations
Not enough classroom time	48%	40%	0%	50%	42%
Scheduling	27%	10%	10%	7%	20%
Competing state mandates	35%	60%	10%	21%	33%
Lack trained teachers	8%	0%	0%	7%	6%
Lack specialists	4%	0%	10%	14%	6%
Lack supplies	2%	30%	30%	7%	10%
Limited facilities	19%	0%	20%	14%	16%
Lack sustained funding	46%	50%	80%	57%	52%
Lack parental support	4%	0%	0%	0%	2%
Other	4%	0%	20%	0%	6%

Total # respondents by EMHA	n=48	n=10	n=10	n=14	n=82
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Total # responses by EMHA	n=95	n=19	n=18	n=25	n=157
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Other, descriptions:	Elementary: - need a larger space - Future capacity/ Budget issues	High Schools: - Funding for electives - Union stops us from from hiring teaching artists
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Barriers By District Cluster	Percentage of:								
	Northeast	Northwest	QA/ Magnolia	West Seattle No.	North	Central	South	West Seattle So.	Southeast
Not enough time in classroom	50%	39%	50%	57%	14%	39%	44%	33%	56%
Scheduling	40%	15%	0%	14%	29%	23%	11%	33%	11%
Competing state mandates	10%	39%	0%	29%	43%	23%	67%	33%	56%
Lack trained teachers	0%	8%	17%	29%	14%	0%	0%	0%	0%
Lack specialists	0%	15%	0%	0%	0%	8%	0%	0%	11%
Lack supplies	0%	15%	17%	0%	0%	8%	22%	17%	11%
Limited facilities	50%	8%	17%	0%	29%	15%	11%	0%	11%
Lack sustained funding	30%	54%	67%	57%	29%	77%	44%	67%	44%
Lack parental support	0%	8%	0%	0%	14%	0%	0%	0%	0%
Other	10%	0%	17%	0%	14%	0%	0%	0%	11%
Total # respondents by Cluster	n=10	n=13	n=6	n=7	n=7	n=13	n=9	n=6	n=9

7.2 Student Fees at Middle and High School Level

Respondents were asked to identify costs or fees associated with arts instruction and activities to determine if that was a barrier to access in middle and high school, and relevant alternative schools. A third (33%) of school day arts classes or programs have associated fees at the high school level, with slightly fewer (32%) at the middle school level. The average fee in both high school and middle school is \$21 to \$50 per student. Before and after school programs have fewer fees. The 9% of high schools reporting fees for before or after school programs listed an average fee range of \$20 or less, while the 27% of middle schools reporting such fees listed an average fee of \$21 to \$50 per student.

Importantly, all schools report that they have need-based scholarships available for these fees so such costs are not likely to be an insurmountable barrier, though more research is needed to understand if such fees discourage participation for certain students.

7.2a. Arts Class and Arts Program Fees for Middle, High and Relevant Alternative Schools

	<u>Yes/No</u>		<u>Average Cost</u>	
	High (n=11/12)	Middle (n=22)	High	Middle
<i>Are student costs or fees required for arts classes or programs held during the school day?</i>	33.3% yes 66.7% no	31.8% yes 68.2% no	\$21 to 50	\$21 to 50
<i>Are student costs or fees required for arts classes or programs held before/after the school day?</i>	9.1% yes 90.9% no	27.3% yes 72.7% no	\$20 or less	\$21 to 50

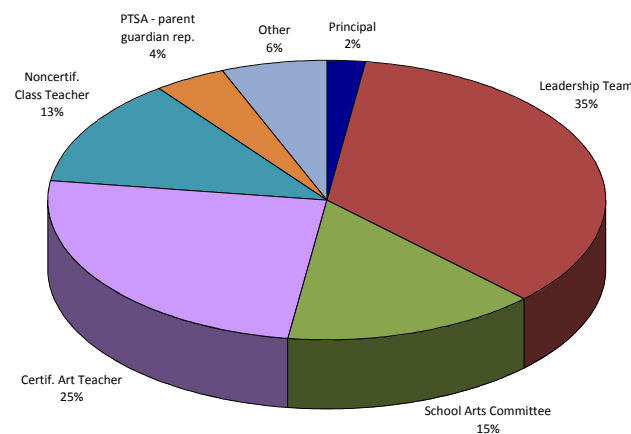
Section 8. Policy and Assessment

8.1 Decision-making Regarding Arts Instruction

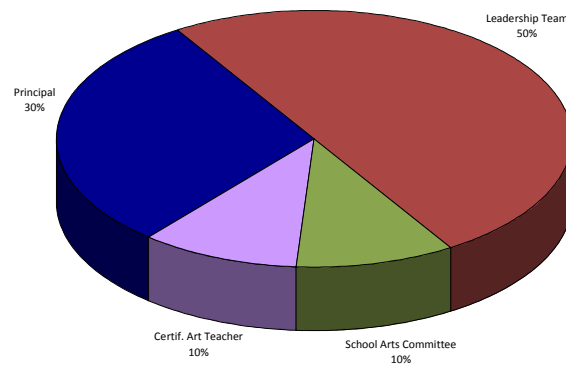
Decision-making about arts instruction varies by school grade level. There is considerable difference in who makes decisions about the type and scope of arts instruction. This suggests the need for differing approaches in working with each school level on implementing District-wide initiatives in the future.

Elementary schools are most likely to have their *Building Leadership Team* make decisions about arts instruction (35%) with *certified arts teachers* providing a quarter of the decision-making (25%.) *School arts committees* also play this leadership role in 15% of elementary schools. At the **middle school** level the *Building Leadership Team* plays an even stronger level (50%) followed by the Principal (30%.) *Certified arts teachers* and *school arts committees* play much smaller roles at 10% respectively. In **high schools** the role of *certified arts teachers* is decisive (49%) with the Principal's role in arts instruction decision and the Building Leadership Team equal at 13%. **Alternative schools** report that the *Building Leadership Team* is the primary leader in such decisions at 44%, followed by arts certified and general certified teachers each at 21%. Principals are not reported in this decision-making role for alternative schools.

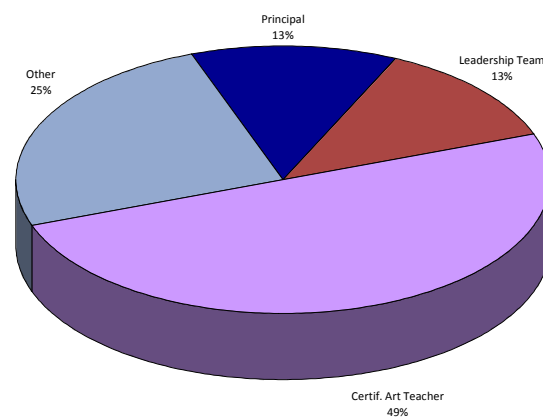
8.1a. *Arts Instruction Decision Makers in SPS Elementary Schools (n=48)*
Respondents were asked to select only one option.



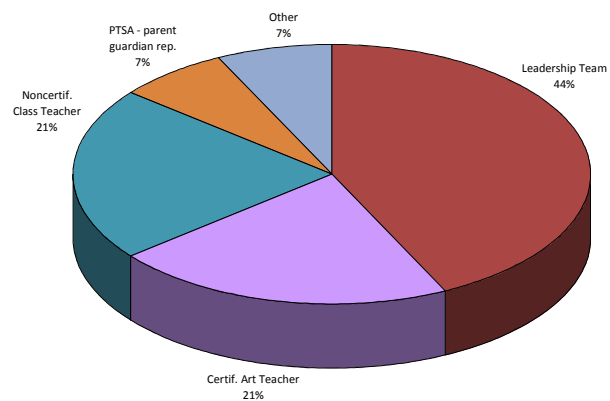
8.1b. *Arts Instruction Decision Makers in SPS Middle Schools (n=10)*
 Respondents were asked to select only one option.



8.1c. *Arts Instruction Decision Makers in SPS High Schools (n=8)*
 Respondents were asked to select only one option.



8.1d. *Arts Instruction Decision Makers in SPS Alternative Schools (n=14)*
 Respondents were asked to select only one option.



8.1e. *Decisions About the Type and Scope of Arts Instruction in Each School, by Cluster*

	Principal	Leadership Team	School Arts Committee	Certif. Art Teacher	Noncertif. Class Teacher	PTSA - parent/guardian rep.	Other
Northeast (n=10)	0%	30%	0%	40%	20%	0%	10%
Northwest (n=12)	0%	17%	25%	33%	8%	8%	8%
QA/Magnolia (n=6)	17%	33%	17%	17%	0%	0%	17%
West Seattle North (n=6)	0%	50%	17%	17%	0%	17%	0%
North (n=7)	0%	29%	14%	29%	29%	0%	0%
Central (n=13)	8%	54%	8%	15%	0%	8%	8%
South (n=9)	0%	56%	0%	22%	11%	0%	11%
West Seattle South (n=6)	17%	33%	0%	17%	33%	0%	0%
Southeast (n=9)	22%	33%	11%	22%	0%	0%	11%

8.2 School Plans and the Arts

Transformation Plans and Continuous School Improvement Plans

Half of middle schools (50%) included the arts in their 2007-2008 Transformation Plan. This drops to 42% for elementary schools and 38% for high schools, and only 8% of alternative schools. Elementary schools (42%) and middle schools (40%) are most likely to include the arts explicitly in their Continuous School Improvement Plan (C-SIP) for 2008-2009, while only one quarter of high schools note that inclusion and 15% of alternative schools. The cluster with schools most likely to indicate arts inclusion in these plans is West Seattle North, while the cluster with the least is Northwest. Inclusion of the arts in these plans does not seem to directly correlate to levels of arts activity.

8.2a. *Inclusion of Arts Programming in School Improvement Planning, All Schools Reporting*

	Transformation plan	C-SIP
Elementary (n=48)	42%	42%
Middle (n=10)	50%	40%
High (n=10)	38%	25%
Alternative (n=14)	8%	15%

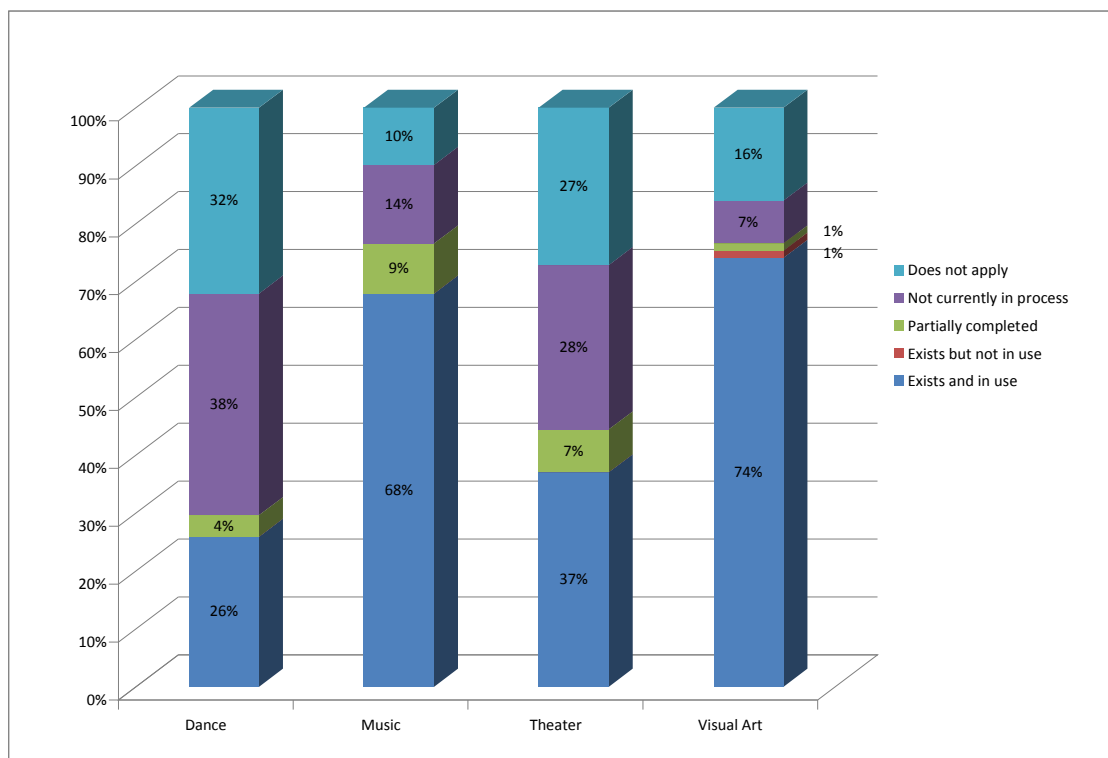
8.2b. Inclusion of Arts Programming in School Improvement Planning, by Cluster

	Transformation Plan	C-SIP
Northeast (n=9)	44%	33%
Northwest (n=12)	17%	25%
QA/Magnolia (n=6)	50%	17%
West Seattle North (n=6)	67%	67%
North (n=7)	29%	43%
Central (n=13)	46%	31%
South (n=9)	22%	33%
West Seattle South (n=6)	33%	33%
Southeast (n=9)	33%	44%

School Instruction Plans for Arts Disciplines

Respondents were asked to identify the status of Instruction Plans in the four arts disciplines. Visual art is the arts discipline for which an instructional plan is most likely to *exist and be in use*: nearly three-quarters (74%) of respondent schools indicate such use. Instructional plans for music exist and are in use by more than half the reporting schools (68%.) There are fewer instructional plans in existence and use for theater (37%) or dance (26%) and there is lower likelihood of creating such plans in the near future in these disciplines based on the answers selected by respondents.

8.2c. Current Status of School's Plan for Arts Instruction, All Respondents (n=81)



8.3 Student Assessment in the Arts Disciplines

The majority of schools in SPS do not undertake student assessment in any arts discipline. Alternative schools are most likely to do so with half reporting that they do. Middle schools are least likely to have such as assessment process and less than a third have one.

Among schools that use an arts student assessment process, the Washington State Arts Classroom Based Performance Assessments (CBPA) was used by 36% of alternative and 35% of elementary. Only 10% of high schools note CBPA use and no middle schools. The Central cluster indicates the highest use of CBPA though use is by only slightly more than one third of schools in the cluster. West Seattle North has the lowest use of CBPA. Impending changes that mandate use of CBPA's in the four arts disciplines appear to be a considerable shift for the majority of schools and future research would provide data on how this transition in assessment is accomplished.

Middle schools are more likely than elementary, high or alternative schools to provide parents/guardians information of students' progress in the arts in addition to the standard report card though less than half do so.

8.3a. Student Assessment Processes Used for Arts Instruction in 2007-08

	Yes	CBPA used	Parents/guardians informed of progress
Elementary (n=48)	44%	35%	25%
Middle (n=10)	30%	0%	40%
High (n=10)	40%	10%	10%
Alternative (n=14)	50%	36%	29%

	Yes	CBPA used	Parents/guardians informed of progress
Northeast (n=10)	40%	20%	50%
Northwest (n=13)	39%	31%	8%
QA/Magnolia (n=6)	50%	33%	33%
West Seattle North (n=7)	57%	14%	29%
North (n=7)	43%	29%	29%
Central (n=13)	46%	38%	15%
South (n=9)	22%	22%	11%
West Seattle South (n=6)	50%	33%	33%
Southeast (n=9)	44%	33%	33%

Section 9. Attitudes Regarding the Arts

9.1 Arts Opportunities as Described by Principals

Principals were asked to provide a brief description of their school's arts opportunities as they might respond to such a question by a prospective parent or guardian. The narrative open ended responses have been analyzed for recurrent aspects of these descriptions by school grade level and by cluster. All clusters include a range of fairly similar descriptions with the greatest differences noted in descriptions at school levels.

Many **elementary school** principals voice a clear sense of pride in their school's arts opportunities and see it as a strong asset. A few are inclined to simply list any access opportunities that are offered at their school. Most, however, give a more descriptive picture. The key elements noted are:

- Primarily music and visual arts are most frequently mentioned
- Strong parent and community support, especially PTA, is integral. The critical role of PTA and outside funding is mentioned as making arts teaching and activities possible, and gratitude is expressed for that support.
- Classroom arts opportunities are detailed.
- After school arts opportunities are detailed.
- Artist in Residence experiences are mentioned.
- Arts staff is acknowledged and often applauded.

Middle and high school principals most often express that their school provides a broad range of arts opportunities. Primarily music and visual arts are mentioned, with some specific class offerings noted, and after school options are detailed.

Alternative schools reflect a range from arts focus to the arts not being seen as applicable. Of those schools that offer the arts as a key characteristic a strong aspect that is noted is alignment or integration of arts throughout their program

The overall picture is one of enthusiasm and recognition of the arts as an important component of SPS education. This picture is not fully supported by the data reported in other parts of the survey in terms of instructional depth or breadth. It does, however, suggest that there is strong intent and interest even when the capacity to deliver arts instruction is limited.

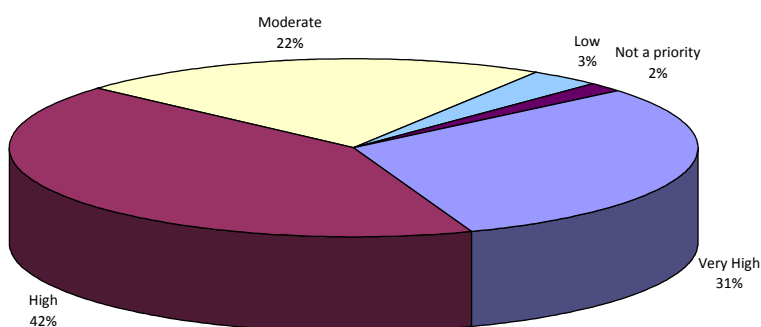
9.2 The Arts in School Priorities

Schools at all levels in the SPS report the arts as a priority over the next three years. Principals were asked to indicate where the arts were situated in their list of priorities for their school over the next three years. The responses suggest that there is interest and inclination to provide increased arts instruction and activities throughout the District.

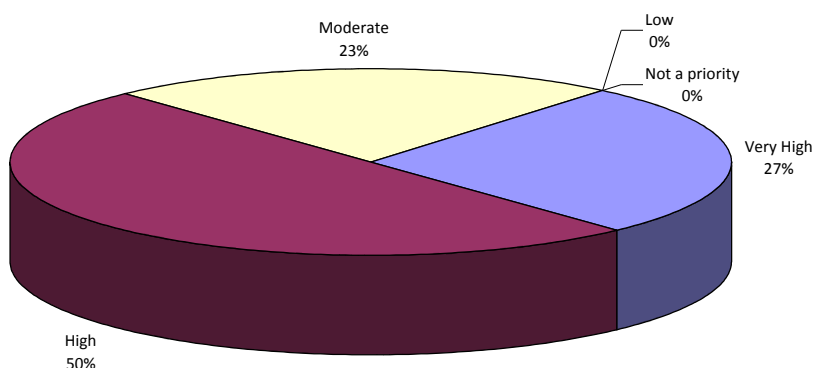
By school grade level

Respondents indicated that 73% of **elementary schools** rate the arts as a high (42%) or very high (31%) priority. A somewhat greater proportion of **middle schools** (77%) indicate the arts as a high (50%) or very high (27%) priority. **High school** respondents indicate that 80% see the arts as a high (40%) or very high (40%) priority. **Alternative schools** are integrated above with the appropriate school grade level served.

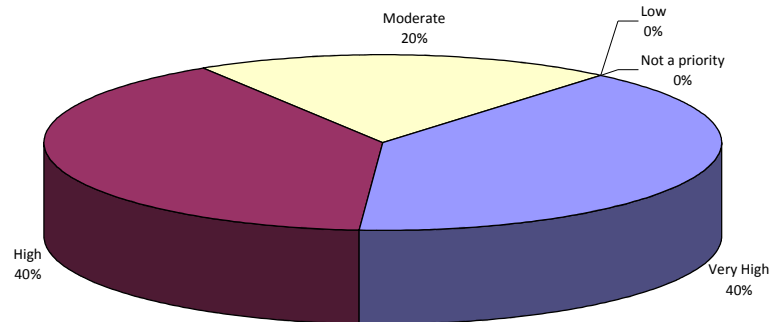
9.2a. *Status of the Arts as a Priority in Seattle Public Schools at the Elementary Level (including applicable Alternative Elementary Schools) (n=59)*



9.2b. *Status of the Arts as a Priority in Seattle Public Schools at the Middle School Level (including applicable Alternative Middle Schools) (n=22)*



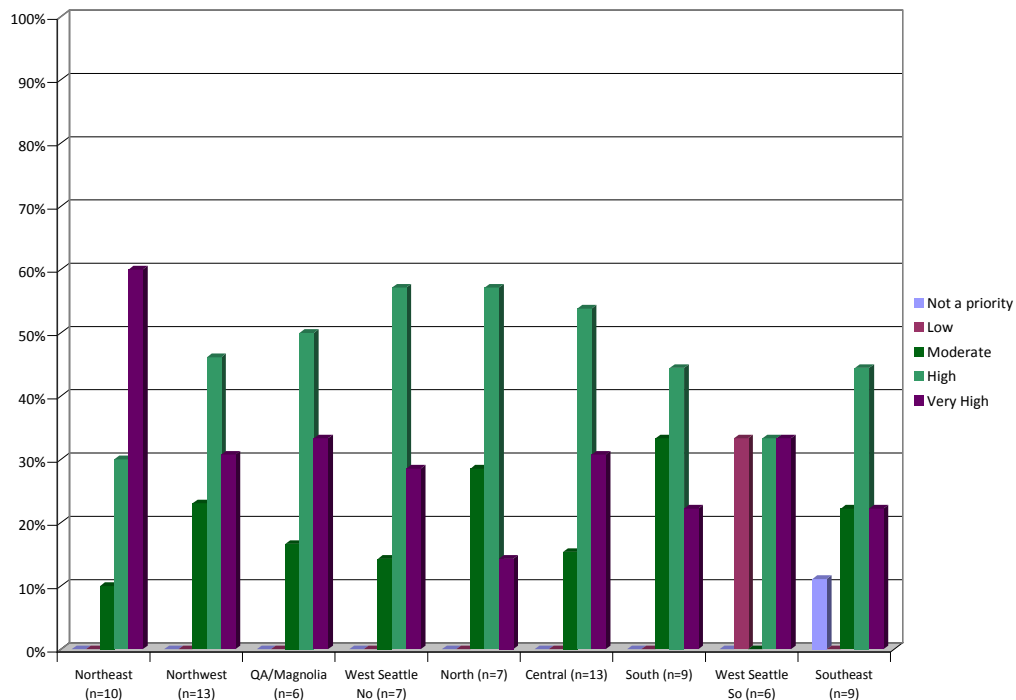
9.2c. *Status of the Arts as a Priority in Seattle Public Schools at the High School Level (including applicable Alternative High Schools) (n=15)*



By cluster

Grouping all the school levels by their geographic cluster indicates that the Northeast Cluster reports the greatest percentage of *very high* responses and the North and West Seattle North and Central Clusters show strong *high* rankings. Southeast and West Seattle South Cluster indicate lower overall priority for the arts. When *high* and *very high* rankings are combined in each cluster it presents an overall picture of strong reported arts priority in the District.

9.2d. *Status of the Arts as a Priority in Seattle Public Schools by Cluster*



Section 10. Recommendations and Next Steps

The Survey of Seattle Public Schools District Arts Activity provides a new foundation for improving arts education for students at all grade levels. The information gathered can serve as sign posts in the development of road maps for arts initiatives at the District as well as at the SPS cluster or school level. The data from the Survey has been analyzed to provide a high-level picture of arts instruction and access, with attention to issues of equity. There is additional information to be garnered from the Survey data that goes beyond the scope of this report. The nine recommendations below reflect the consultant's opinion based on analysis of the data, current research in the field and conversations with Seattle Public School personnel.

Recommendations

Recommendation 1

Identify minimum levels of arts instruction across the District in the four arts disciplines to align with Washington State Essential Academic Learning Requirements (EALRs) as mandated by the State as of the 2008-09 academic year. The reported data suggest that current levels of arts instruction are not likely to provide SPS students with adequate scope and sequence of knowledge to meet the EALRs. Currently, arts teaching and activities reflect an ad hoc approach that is school-based rather than district-based. Schools in which there is strong arts leadership and commitment (be it by teachers, parent/guardian volunteers or the principal) appear most likely to have broader and/or deeper arts programs. Targeted school-based arts activity is not inherently negative and can serve as a distinctive element for specific schools. Such activity, however, must be built on top of District-wide minimum standards of arts content, and align with school day schedules, if students at all schools are to receive the arts instruction needed to meet EALR standards.

Recommendation 2

Create a District-wide campaign to assist schools and teachers in implementation of Washington State Classroom Based Performance Assessments (CBPAs) in the arts as mandated for the academic year 2008-09. This year marks the beginning of required use of the CBPAs in the arts and current rates of use are far from universal: elementary schools report 35% use; middle schools report no use; high schools 10%; and alternative schools 36%. Implementation of CBPAs in the four arts disciplines will require support at the District level. Information garnered from use of CBPAs in 2008-09 will be useful in charting future District plans for providing arts instruction and should be reviewed in relationship to the results of the Survey as soon as it is available.

Recommendation 3

Develop mechanisms for greater coordination of external partnerships and relationships with arts organizations and arts entities to enhance the effectiveness and impact of arts instruction in the District.

Arts partnerships play an important role in the arts experiences of many SPS students, especially at the elementary school level. These partnerships/relationships are distributed throughout the District but they generally appear to be sporadic and of short duration. Deeper examination of the Survey data and additional research should be used in crafting strategies that can increase the instructional impact of these relationships. Such strategies should not create or increase bureaucratic hurdles for arts organizations or artists but should streamline and maximize their ability to provide services to SPS. There appear to be opportunities to strengthen these relationships as a component in improving baseline arts knowledge for all students.

Recommendation 4

Review and revise school planning templates for the Continuous School Improvement Plan (CSIP), Instructional Plans and related tools to ensure that they are appropriate to inclusion of arts disciplines. Survey responses suggest that such tools are not widely used in service of providing arts access. A review of these tools may provide opportunities to strengthen these plans in regards to arts instruction.

Recommendation 5

Evaluate the distribution of certified arts teachers among schools in the District at each school level. The data suggest that PTSA and other parent/guardian funding permits certain schools to directly hire certified arts teachers, especially in some elementary and alternative schools. This appears to be an important component of arts instruction for such schools but is likely to not be equitably distributed among schools. There may be ways that the District can assist in creating greater access to certified arts teachers throughout SPS. While it is beyond the scope of this project, the Survey data and additional research can be useful in mapping the distribution of certified arts teachers in elementary, middle, high and alternative schools in the District.

Recommendation 6

District plans for arts instruction should not depend on site-based parent/guardian capacity. Many, but not all, clusters report strong parent/guardian participation in support of school day arts instruction and activities. While levels of participation at school arts events are reported to be quite strong throughout the District-- suggesting that parents and guardians from all clusters are supportive of their students' arts presentations-- there is greater disparity of involvement in school day activities such as assisting with arts instruction, field trips or before or after school programs. There are lower levels of such participation in SPS clusters with lower household income. Initiatives that strive for equity across the District must take this into account.

Recommendation 7

Examine opportunities for increased and sustained funding of arts instruction and activities across the District. Survey responses point to very low levels of funding for arts instruction and activities across the District even when supplemental fundraising by individual schools is accounted for. Additionally, the nature of arts funding does not appear to be consistent or stable since it may rely on variable sources. This increases the challenges of providing regular and sequential instruction.

Recommendation 8

Develop strategies to balance the disparity of instruction and access between the four arts disciplines of dance, music, theater and the visual arts. Visual arts and music are the most widely taught arts disciplines, though even in these disciplines levels of instruction appear to be uneven and low overall. Instruction in dance and theater lags considerably. The District must consider how to address the balance of the arts disciplines over the coming years.

Recommendation 9

Build on the enthusiasm, interest and support for arts education in evidence in Seattle Public Schools. Survey responses indicate that most schools value the arts and that individual schools, principals, teachers, parents, partners and communities exert considerable creativity in the multiple ways in which they seek to provide arts education opportunities. These attitudes are a significant asset and should be used as a foundation for improving arts education in the District.

Next Steps

The Seattle Public School District is poised to create a more strategic approach to providing arts education to all District students. Each recommendation above suggests specific steps in refining existing practices or crafting new approaches and initiatives. A number of next steps for the report as a whole are suggested:

1. The key findings and recommendations in this report should be shared with District and school leadership and with interested teachers, parents, partners and community stakeholders as soon as feasible.
2. A method for gathering comments on the report should be made available. Any comments provided should be reviewed by the Department of Visual and Performing Arts and other relevant SPS leadership.
3. The Department of Visual and Performing Arts should convene an SPS Arts Roundtable to review this report and identify possible strategies and tactics related to the recommendations. This Roundtable should include between 9 and 12 individuals representing SPS, active external arts organization partners, and the Seattle Mayor's Office of Arts and Cultural Affairs.
4. The Department should work with District administration to explore how the recommendations from this report align with and support the SPS Strategic Plan.

5. The Department of Visual and Performing Arts should work with the Arts Roundtable to identify key priorities for the short- and long-term
6. A draft of the Department of Visual and Performing Arts 2-year Work Plan-- reflecting the findings of the Survey and the departmental priorities-- should be created no later than January 2010. Opportunities for public feedback on the Work Plan should be made possible prior to finalization.
7. A timeline for identifying and implementing other action into the SPS 5-year Arts Initiative should be set.

In addition to the recommendations above, three areas should be considered for review within the next six months.

- *Identification of specific SPS schools that appear to have especially strong or especially weak arts activity to provide a more nuanced understanding of how to create equity and access throughout the District.* While it is beyond the scope of this project, the data collected can be further utilized to develop school by school portraits from which arts program characteristics can be more easily compared. It is likely to be useful to select at least two elementary schools, one middle school, one high school and one alternative school that can be considered to be “arts rich” in terms of instructional access. Selecting an equal number of schools that appear to have weak arts instruction access will permit a comparative study. Such a study would be greatly enhanced by in-depth interviews with the selected schools.
- *Clarification of District instructional standards and goals in arts disciplines as they relate to partnership programs, arts field trips, before or after school programs and other arts activities or arts.* Such programs may or may not be fulfilling instructional expectations in arts disciplines. It will be important to understand how students’ multiple and often fragmented arts experiences in SPS do (or do not) add up to meet instructional requirements.

Conclusion

The Seattle Public Schools are fortunate to be sited in a community with abundant interest and support for the arts. Dedicated principals, teachers and administrators are joined by committed parents, guardians, artists and community partners who want to see improved arts education in the schools. New Washington State Essential Academics Learning Requirements bolster these efforts.

This reports points to the considerable challenges in creating strong, vibrant and equitable arts education across the District but it also indicates many opportunities. The information gathered here can enhance ongoing efforts and create new approaches that will assure that all Seattle Public School students receive access to arts education.

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Seattle Public Schools

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